

07410460R



NLM 05050727 2

NATIONAL LIBRARY OF MEDICINE







HEALTH *for* ALL

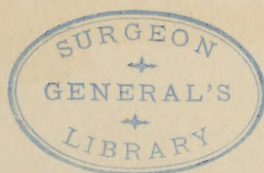
Health Training in Schools

A HANDBOOK FOR TEACHERS AND HEALTH WORKERS

Prepared for the National Tuberculosis Association

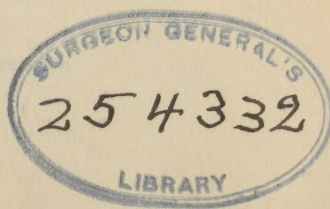
BY
THERESA DANSDILL

In consultation with Charles M. DeForest, Crusade Executive,
National Tuberculosis Association



National Tuberculosis Association
370 Seventh Avenue
New York

1923



Q.T
200
D191h
1923

Copyright, 1923, by
NATIONAL TUBERCULOSIS ASSOCIATION

No part of this book may be reprinted without
permission of the National Tuberculosis Association
or the publishers holding the original copyrights.

PREFACE

This book is planned with the hope that it may add to the joy and the betterment of the children and that it shall be a source of information to superintendents, teachers, nurses and all other educational health workers who want to make the formation of good health habits interesting and desirable.

It is offered as a comprehensive course of study in practical hygiene for state and local school systems. It is also a compilation from which suggestive material may be drawn for the construction of other similar courses of study.

School life is a preparation for life outside the school and the health of the individual to a marked degree decides his success. With this fact in mind the outlines include health habit formation and a combination of learning with doing. Health is not an isolated subject and cannot be separated from the other subjects of the curriculum. The material may be used in the daily reading, language, civics, history, geography, physical training and art periods as well as in the regular instruction in physiology and hygiene.

The subject matter is grouped under the headings given in the cross of nine circles, symbol of the Modern Health Crusade system of training.

Theresa Dansdill.

ACKNOWLEDGMENTS

Grateful acknowledgment is made to the following publishers who so generously granted permission to use selections from their publications. Their letters of cordial good wishes for the success of the work added joy to the preparation of material.

D. Appleton & Co., Beckley-Cardy Co., Bobbs-Merrill Co., A. L. Burt Co., Century Co., David C. Cook Publishing Co., Milton Bradley Co., Christian Endeavor World, Colgate & Co., Departments of Public Health of Massachusetts and of Michigan, Departments of Education of Connecticut, New Jersey and New York, Departments of Public Instruction of Indiana, Michigan, Oregon, Pennsylvania and Utah, Duffield & Co., E. P. Dutton & Co., A. Flanagan Co., Four Seas Co., Gospel Trumpet Co., Harper and Brothers, Henry Holt & Co., Houghton Mifflin Co., Kansas State Tuberculosis Association, Kindergarten Magazine, Kindergarten Review, J. B. Lippincott Co., Little, Brown & Co., Little Folks Magazine, Living Church Magazine, Lothrop, Lee & Shepard Co., Macmillan Co., Chas. E. Merrill Co., Metropolitan Life Insurance Co., Minnesota Public Health Association, National Committee for the Prevention of Blindness, National Dairy Council, New York Chapter, American Red Cross, New York Tuberculosis Association, Ohio Public Health Association, Page Co., Philadelphia Health Council and Tuberculosis Committee, The Pilgrim Press, G. P. Putnam's Sons, Rand McNally Co., Charles Scribner's Sons, Sigma Publishing Co., Small, Maynard & Co., Stewart and Kidd Co., Successful Farming, W. H. Wheeler Co., Wisconsin Anti-Tuberculosis Association, John Winston Co., World Book Co., World Syndicate Co., University Society Inc., Yale University Press, Youth's Companion. To Mr. Emile Berliner, Miss Minnie C. D'Erico, Miss Marian George, Mr. Charles Buxton Going, Mr. C. W. Hasselriis, Miss Emilie Poulsson, and Miss Florence A. Powell appreciation is also due for their cooperation in permitting the use of their material.

We wish to acknowledge also the valuable assistance given by Dr. Linsly R. Williams, Dr. Charles J. Hatfield, Dr. David L. Lyman, Dr. Charles Hendee Smith, Dr. John C. MacKenty, Dr. James F. Hasbrouck, Dr. A. C. Fones, Dr. W. L. Turner, Miss Adah L. Hershey, Dr. Amy F. Daniels, Miss Martha Westfall, Miss Monica Wild, Miss Doris White, Miss Lulu Sweigard; Miss Minnie J. Nielson, Mrs. Josephine Preston and Miss Ethel Redfield of the State Superintendents of Public Instruction, Dr. S. J. Crumbine, Dr. Eugene R. Kelley and Dr. W. S. Rankin, of the Conference of State and Provincial Health Authorities of North America; Mr. James P. Faulkner, Mrs. E. R. Grant, and Mr. T. J. Edmonds of the Cru-

sade Committee from the State Tuberculosis Secretaries; Miss Emma Dolfinger and Miss Cornelia Lyne from the National Child Health Council; Miss Louise Strachan, Assistant Crusade Executive of the National Tuberculosis Association; Miss Isabel Towner and Miss Florence Bradley of the National Public Health Library.

CONTENTS

	PAGE
I	
OUTLINES FOR THE GRADES	I
II	
STORIES	34
III	
CRUSADERS FOR HEALTH	158
IV	
GAMES AND EXERCISES	164
V	
EXERCISE AND POSTURE	188
VI	
POEMS AND QUOTATIONS	199
VII	
PROJECTS	228
VIII	
CLEANLINESS	245
IX	
CLOTHING	258
X	
TEETH	263
XI	
NUTRITION	270
XII	
TOBACCO AND ALCOHOL	305
XIII	
WEIGHING AND MEASURING	308

XIV

DRILLS	PAGE
	313

XV

REST	317
----------------	-----

XVI

COLDS AND TUBERCULOSIS	322
----------------------------------	-----

XVII

AIR AND VENTILATION	330
-------------------------------	-----

XVIII

CHEERFULNESS	335
------------------------	-----

XIX

SAFETY	342
------------------	-----

XX

EYES AND EARS	350
-------------------------	-----

XXI

THE MODERN HEALTH CRUSADE	356
-------------------------------------	-----

SIGNS OF DISORDERED HEALTH	363
--------------------------------------	-----

HEALTH CLUBS	367
------------------------	-----

HEALTH OFFICERS	367
---------------------------	-----

KNIGHTHOOD	368
----------------------	-----

CONTESTS	370
--------------------	-----

XXII

INCENTIVES TO CREATE AN INTEREST IN HEALTH	374
--	-----

XXIII

COMMUNITY, STATE, AND FEDERAL HEALTH	378
--	-----

XXIV

BIBLIOGRAPHY	385
------------------------	-----

EXHIBIT POSTERS AND PANELS	399
--------------------------------------	-----

PLAYS AND PAGEANTS	399
------------------------------	-----

VISUAL EDUCATION	401
----------------------------	-----

INTRODUCTORY NOTE

About fifteen years ago, the writer of this Introductory Note undertook an investigation relating to the extent to which physiology and hygiene were taught in the public elementary and high schools at that time and the procedure generally employed in teaching these subjects. He secured an assistant who visited a number of cities in the Middle West to observe at first hand the methods employed in the schools; and a questionnaire concerning the matter was prepared and sent extensively throughout the country. The results of this investigation showed that some physiology and hygiene were taught in practically all of the schools that were inspected or that responded to the questionnaire. The methods used consisted almost entirely of text-book work. Emphasis was laid upon structure and anatomy, with but little regard for physiology and still less for hygiene. Pupils were required to learn the names and definitions of the organs of the body and their functions and to recite verbatim what they had learned. The study of hygiene related principally to the memorization of what was given in the text-book regarding the harmful effects of tobacco and alcohol upon the human organism.

A large number of examinations in physiology and hygiene was collected from schools in various sections, and most of them showed that the physiology and hygiene that had been learned was a matter of verbal memory principally. In their writing about the human body, pupils furnished practically no evidence that they had become familiar with it in a concrete way and had become acquainted with the health requirements of daily life. Little if any effect of their hygiene instruction could be noted in their habits of daily living; at least if any connection was made between what they learned in school and their observance of healthy living outside, it must have been exceedingly slight; so that the writer and his assistant concluded that, generally speaking, the teaching of physiology and hygiene in the schools fifteen years ago exerted no appreciable influence upon the health habits of pupils.

In the course of the investigation, a study was made of the text-books used in the schools at the time. With hardly an exception these books were prepared in the belief that anatomical and physiological knowledge would operate to control the action of pupils whenever their health was concerned. For instance, if a pupil learned in his text-book in school that ice water would retard digestion, it was believed that he would restrain himself in the use of ice water in order to preserve his health. Inquiry made of students in normal schools and colleges who had had such instruction in the elementary and high schools revealed the fact that it had all completely evaporated, so far as its influence upon their health habits was concerned. Practically all of them

testified that their manner of living had not been affected materially if at all by what they had learned in the high school or elementary school in courses in physiology and hygiene.

The writer was forcibly reminded, by contrast, of the investigation made fifteen years ago when he read the proofs of this "Handbook of Health Training in Schools." The Handbook is worked out on the principle that the sole object of health training in the schools is to affect the habits of pupils so that they will adopt a healthful régime of daily living. No importance is attached in the Handbook to the memorization of definitions relating to the organs of the body or their functions. Teachers are not advised to have pupils memorize any definitions at all; on the contrary, they are shown how to tell stories and what stories to tell that will take hold of the imagination of the pupils and influence their action in respect to health habits in nutrition, cleanliness, posture, clothing, care of the teeth, fresh air, the avoidance of colds and coughs, and so on. These stories are captivating simply as stories; but in addition they teach lessons in healthful living which pupils will learn without knowing that they are learning them. In addition to stories, there are many interesting health projects in this Handbook which any resourceful teacher will find practicable and exceedingly valuable. There are games and special exercises which children will delight to perform and which will drive home useful lessons pertaining to health habits. There are poems and quotations which reinforce the lessons learned in the projects, stories, games, and exercises. The entire Handbook is dynamic. It is based on our present-day conception of the way in which children learn most readily and effectively, so that what they learn will exert an influence upon their conduct. The writer does not see how any teacher could fail to receive help from the Handbook in making her training in health habits interesting, vital, and practical.

It is fortunate that the American people in every section—in rural as well as in urban communities—are aroused to the necessity of training pupils in health habits. The day has gone by when it can be assumed that young people will adopt healthful modes of living without anything being said to them about the matter or without making a study of the requirements for the promotion of health under present-day conditions. The first and the chief need is that pupils should be made aware of the habits that are necessary in order to develop resistance to disease and to maintain vigor and good-feeling in every-day life. They must be led to desire good health because of what it will enable them to accomplish. A child or youth will be likely to acquire any given health habit if he sees clearly that by so doing he can most readily and completely accomplish that in which he is interested. He can also avoid pains and aches and reduce the number of days when he has to stay indoors or keep to his bed. Health in the abstract or as a physical ideal can make no appeal to young persons; but as an aid to achieving undertakings in which they are vitally interested, it will take a firm hold of them. This

Handbook treats all health habits from this standpoint, and so it can be heartily recommended to teachers and to all who are charged with the care of young persons.

It is not expected that the Handbook will make the use of a text-book in the schools unnecessary. Pupils should study the human body with a view to learning how to maintain health and avoid disease as carefully and thoroughly as they study arithmetic, geography, spelling, Latin, or algebra. Informal training in health will not be adequate to develop right habits of living and establish knowledge pertaining to health which will sustain young persons when they are in doubt about the necessity of healthful living. Young people do not inherit a tendency to observe health requirements; quite the contrary, in fact. A child's impulses are not of much service to him in the acquisition of health habits under present-day conditions; most of his impulses lead him to adopt a regimen of life which will weaken his organism and make him subject to disease. In order to overcome his natural tendencies in respect to practically all his actions affecting his health, it is necessary that he should acquire dynamic knowledge relating to health and habits pertaining to nutrition, exercise, rest, posture, the care of eyes, skin and teeth, and so on, which will inhibit his native impulses and establish healthful actions in their place. This Handbook is designed as an aid to teachers to supplement whatever text-books pupils may study. In the hands of a resourceful teacher, it will extend and enrich any course in health training.

M. V. O'SHEA.

The University of Wisconsin.

May 9, 1923

CHAPTER I

Outlines for the Grades

The outline for each grade is divided into 9 sections corresponding to 9 school months but the material may be used over 8, 7, 6 months or a semester. The health activities given in the eleven health chores are emphasized in each grade because of the lack in so many schools of daily definite health instruction. When training in health habits is a regular part of each school program, the material can be more closely graded.

The work in the kindergarten and primary grades has been combined. In these and in other grades select the subject-matter best suited to the needs of the school.

The ideal time to present a health lesson is when there is a need for it.

A cold campaign planned for January may get better results used at some other time. A first aid course is planned for April. A finger bandaged with a dirty handkerchief in September supplies the need for the lesson then.

The consensus of opinion for health teaching in the grades is as follows:

1. In the kindergarten and primary grades it is enough to tell the pupils what to do rather than why it should be done.

2. The inculcation of health habits is the main objective at this period of the child's life.

3. There should be constant training in health habits through games, stories, poems, and projects.

Grade I

Section I

The early years of a child's life are the years when impressions are made most readily and are implanted most firmly in his mind. It is easy at this period to help him form the habits which are an essential part of health if the material is presented in an attractive manner.

To get the best results:

- a. Have a daily inspection.
- b. Keep a record of the child's health habits.

Story—"Billy Boy," page 44.

(See Suggestions for story telling, page 34.)

Review the story "Billy Boy."

Chore—I washed my hands before each meal today.

(See bibliography Clean hands, page 385.)

(See Demonstration of handwashing, page 315.)

Review handwashing demonstration.

Poem—"Dirty hands," page 207.

Dramatize "Billy Boy."

(See Dramatization, page 376.)

Chore—I tried to eat slowly and only wholesome food including vegetables and fruit.

A talk may be introduced by asking, "What are some of the things we had this morning for which we should be thankful?" As the children name the various things, the teacher may write them on the blackboard, commenting favorably upon the breakfast consisting of fruit, cooked cereal, toast, and milk, thereby using the information as an object lesson for teaching the proper foods children should have for breakfast.

So long as children continue to drink tea and coffee, to eat foods fried in fats or to omit breakfast entirely, there will be need of emphasizing correct diet.

Begin a vegetable poster.

(See Posters, page 374.)

Finish the vegetable poster.

Weigh and measure the children.

(See Weighing and measuring, page 308.)

(See bibliography, Weighing and measuring, Nutrition classes and clinics.)

Remember: A daily inspection and a keeping of a health habit record are most desirable in teaching the formation of good health habits.

Section 2

Story—"Old Grouchy Man Tooth Ache," page 55.

Poem—"Sing a song of tooth paste," page 208.

Chore—I brushed my teeth thoroughly.

(See Tooth brush drill, page 313.)

(See Times to brush, page 263.)

Review toothbrush drill. Repeat whenever necessary.

Bring pictures for a clean teeth poster.

Make a clean teeth poster.

(See Posters, page 374.)

Language game—"What Have I?" page 175.

Aim: To create an interest in vegetables.

To drill in the correct use of *I have*.

Story play—"A Trip to an Orchard," page 182.

Review Story Play "A Trip to an Orchard."

Weigh the children.

Consult and coöperate with the school physician, the school nurse, the nutrition and physical training directors if they are a part of the school system. In their absence consult or write the state tuberculosis association and other health agencies.

Section 3

Story—"Careful and Careless," page 77.

Aim: To develop in the child a consciousness of helpfulness in preventing accidents.

(See How we can help others, page 342.)

Chore—I tried hard to be neat, cheerful and helpful today.

Story—"The Lame Squirrel's Thanksgiving," page 78.

Review story, "The Lame Squirrel's Thanksgiving."

Have the pupils memorize or repeat the quotation on thankfulness, page 222.

"For the fruit and the corn and the wheat that is reaped" . . .

Review Language game—"What Have I?" page 175.

Begin a good supper poster.

(See Posters, page 374.)

Story play—"What the Robin Saw," page 183.

Relief drill, page 173.

Weigh the children.

(See Weighing and measuring, page 308.)

By inspection, questioning, and checking of health habits decide which chores need most emphasis.

Section 4

Poem—"Jack Spratt was strong and fat," page 221.

Chore—I tried to eat slowly and only wholesome food including milk, vegetables and fruit.

Emphasize the points of the chore.

Demonstrate by permitting the children to chew crackers. Chew until the cracker tastes very, very sweet. Be sure the children wash their hands before handling the crackers.

A daily inspection and keeping a record of the child's performance of hygienic duties is a fine way to secure good health habit formation.

Bring pictures for a vegetable note book.

Have class demonstrate correct method for washing the hands, page 315.

Begin vegetable notebook.

(See Booklets, page 375.)

Finish in the educational seat work period.

Story—"The Wee, Wee Man," page 127.

Poem—"What do we like at meal time," page 221.

Bring pictures for a good supper

poster for first grade children.

(See Well-balanced meals, page 300.)

Story—"The Bowl of Porridge," page 105.

Weigh and measure the children.

(See Weighing and measuring, page 308.)

Section 5

(See Requirements of sleep, page 317.)

Story play—"The Coming of the Sandman," page 185.

Story—"Santa Claus Sleepy Story," page 139.

Poem—"Close those pretty eyes of brown," page 225.

Chore—I was in bed eleven hours or more last night and kept the windows open.

(See Requirements of sleep, page 317.)

Poem—"Lady Button Eyes," page 226.

Make a sleep chart, page 317.

Story—"The Wake-Up Story," page 142.

Rhythmic game—"Diddle, Diddle Dumpling, My Son John," page 178.

Discuss health habits with the children.

Emphasize the ones most needed.

Poem—"Mary's Cold," page 322.

Chore—I carried a handkerchief and was careful to protect others when I coughed, sneezed, or spit.

Discuss colds and their prevention, page 322.

Story—"The Cotton Baby," page 49.

Weigh the children.

(See Weighing and measuring, page 308.)

Section 6

Story—"Christopher's New Year,"
page 135.

General review of health habits.¹

Poem—"My World," page 201.

Story—"Johnny Cross," page 39.

Poem—"Little Girl," page 201.

Why should little children be cheerful? (See page 335.)

Stress the formation of good health habits.

From the daily inspection and questioning decide which health habits need most emphasis.

Poem—"Peterkin Pout and Gregory Grout," page 201.

Game—"Snow Play," page 166.

Aim: To teach correct posture.

To relieve tired muscles.

Weigh and measure the children.

Encourage the children to choose the health stories, games and poems they liked best in the preceding chapters.

Section 7

Story—"Our Bodies Are Like Sponges," page 119.

Individual drinking cups, page 278.

Times to drink water, page 278.

(See bibliography, Water, page 394.)

Effects of drinking coffee. (See page 281.)

Care of the eyes.

Poem—"The world is full of wondrous things," page 350.

¹ Walter S. Cobb's book—"Graded Outlines in Hygiene," published by the World Book Company contains an outline valuable as a review of health habits and also as an incentive to acquire them. See "A Chalk Talk on the Chain of Health," pp. 47-50. If this book is not accessible, conduct a general review of the health habits your school seems to need most.

Cleanliness of the eyes. (See page 350.)

Poem—"Sing a song of sixpence,"
page 350.

Care of the shoes, page 259.

(See bibliography, Shoes, page 388.)

Read quotation—"I'm glad the sky is painted blue," page 330.

Chore—I played outdoors or with windows open thirty minutes at least. I tried to sit and stand erect.

Correct standing position, page 165.

Relief drill, page 186.

Value of fresh air.

(See bibliography, Air, page 385.)

Game—"Soldiers of Peace," page 167.

Aim: To drill in good posture.

Story—"Old Scowly Spine Pack,"
page 133.

Review Game—"Snow Play," page 166.

Weigh the children.

Discuss with the children the weight records and their health habits.

Emphasize the habits most needed.

Section 8

Story—"The Little Toy Soldier,"
page 74.

Story—"Billy's Pal," page 98.

Chore—I tried hard to keep fingers, pencils and everything harmful out of my nose and mouth.

Inspect pencils for teeth marks.

Language game—"The Chore Game," page 175.

Aim: To emphasize good health habits.

To teach the correct use of the past tense.

Review the chore game.

Dramatize "Billy's Pal."

(See Dramatization, page 376.)

Poem—"A bit of work, a bit of play," page 201.

(Tune Yankee Doodle.)

Posture exercise, page 166.

Aim: To develop the postural muscles.

To strengthen the arches of the feet.

(Walk on the toes carrying a bean bag, etc.)

Rhythmic game—"The Knights of Health," page 179.

Chore—I took a bath on each day of the week that is checked.

(See Bathing, page 246.)

Emphasize that clean bodies need clean clothes.

Weigh the children.

Discuss the weight records, ascertaining why there has been no gain in some instances.

Section 9

Poem—"How I scrubbed and washed today," page 208.

(See bibliography, Clean hands and nails, page 385.)

When is a little child clean? page 245.

"Sophronius Dirty Teeth," page 263.

Review the tooth brush drill and other lessons on the teeth.

Review Poem—"Jack Spratt was strong and fat," page 221.

Review the lessons on milk.

Language game—"What I Saw in Good Food Land," page 174.

Poem—"A Sleepy Song," page 224.

Review the lessons on sleep.

Coffee and tea, page 280.

Review the health habits of the children.

Weigh and measure the children.

Review the height and weight records.

From these reviews determine which health habits need most emphasis.

Grade II

Section 1

(See suggestions for Grade I, page 1.)

Story—"Hated Cold Water," page 45.

Read Suggestions for story telling, page 34.

Poem—"Slovenly Peter," page 208.

Why should we keep our hands clean? page 245.

Inspection of children's hands.

When should we wash our hands? page 245.

Ask the children to bring pictures for a clean hands poster.

Demonstration of handwashing.

(See Drills, page 315.)

Chore—I washed my hands before each meal today.

Make a clean hands poster.

(See Posters, page 374.)

If not finished in the regular lesson period, complete as educational seat work.

Story Play—"Washing," page 181.

Aim: To arouse an interest in cleanliness.

To give happiness through play.

Points other than cleanliness to be emphasized in the clothing, page 258.

Story play—"Cleaning House," page 182.

Talk over the different points of cleaning a room with the children; then play the game.

Story—"Dust Under the Rug," page 45.

Make a good dinner notebook.

Plan what is best for a second grade pupil.

(See Well-balanced meals, page 300.)

Weigh and measure the children.

(See Weighing and Measuring, page 308.)

(See bibliography, Nutrition classes and clinics, page 392.)

Section 2

Story—"The Magic Pearls," page 53.

(See bibliography, Teeth, page 386.)

Read quotations, Teeth, page 208.

Toothbrush drill, page 313.

Repeat the drill whenever necessary.

Story—"The Brushes' Quarrel," page 52.

Chore—I brushed my teeth thoroughly.

Why should we brush our teeth? page 263.

Times to brush the teeth, page 263.

Ask the children to bring pictures for a clean teeth poster or a chart.

The Six Year Molar, page 264.

Make a clean teeth poster.

(See Posters, page 374.)

I brush my teeth every day.

Clean teeth are beautiful.

I like to see clean teeth.

Language game—"There is one,"

"There are two," page 176.

Aim: To familiarize the children with good health habits.

To teach the correct use of "There is" and "There are."

Story—"The Beautiful White Dove," page 39.

Poem—"Did you ever go to Careless Town," page 43.

Cultivation of habits of carefulness.

(See bibliography, Safety, page 390.)

Weigh the children.

Ascertain why in some instances there is no gain.

By inspection, questioning and checking the chore cards decide which health habits need most emphasis.

Section 3

Review Poem—"Careless Town," page 343.

Cultivation of habits of carefulness, page 342.

Story—"The Potato Choosing Boy," page 131.

Poem—"Father, it is thy kindness," page 221.

The value of milk, page 271.

Make a milk poster.

(See Posters, page 374.)

Read quotations—"Fruit," page 221.

Chore—I tried to eat slowly and only wholesome food including milk, vegetables and fruit. I went to the toilet at my regular time.

Game of Opposites, page 175.

Aim: To familiarize the children with good health habits.

To teach the correct use of "is" and "are."

Ask the children to bring pictures for a fruit notebook.

(See Posters, page 374.)

Review the game of opposites.

Begin a fruit notebook.

Story—"The Boy and His Pets," page 111.

Coffee and tea, page 281.

Weigh the children.

Discuss the height and weight records and the health habits of the children. In all instances of no gain ascertain the causes.

Section 4

Language game—"The Bringing Game," page 175.

Aim: To create an interest in health.

To teach "I brought."

Story—"Old Man Rabbit's Thanksgiving Dinner," page 82.

Chore—I tried to be neat, cheerful and helpful.

Read The Crusaders' Code, page 356, for suggestions on teaching this chore.

Indiscriminate and irregular eating, page 288.

Mastication, page 288.

Story—"The Sunbeam Soldiers to the Rescue," page 100.

The value of sunshine, page 321.

Shoes, page 259.

(See bibliography, Shoes, page 388.)

By inspection and questioning decide which health habits need most emphasis.

Weigh and measure the children. Read Weighing and measuring, page 308.

Discuss the height and weight records and good health habits with the children.

Ascertain why there has been no gain in some instances.

Section 5

Eyes, page 350.

(See bibliography, Eyes, page 388.)

Rules for the care of the eyes, page 351.

Story—"The Fairy's New Year Gift," page 71.

Review the story, "The Fairy's New Year Gift," emphasizing what other good health habits would make the pages of the year book bright.

Story—"Nancy's Dream," page 37.

Poem—"Sweet and Low," page 330.

Bring pictures for a fresh air poster.

Chore—I was in bed eleven hours or more last night and kept the windows open.

Game—"The Windmill," page 185.

Poem—"The North Wind," page 199.

Make a fresh air poster.

Relief Drill, page 186.

Weigh the children. Read Weighing and measuring, page 308.

Section 6

Story—"The Mignonette Fairy," page 148.

Review the story, "The Mignonette Fairy." Show how all good health habits help to make children beautiful.

Read Crusaders' Code, page 356.

Poem—"Teeter-Totter," page 209.

Why exercise is good for us, page 188.

Sitting posture drill, page 164.

Active.

Resting.

Chore—I played outdoors or with windows open thirty minutes at

least. I tried to sit and stand straight.

Commands to secure good posture, page 166.

Read Common causes of faulty posture, page 165.

Game—"Health Clown," page 168.

Aim: To help correct round or stooped shoulders.

Review "The Health Clown."

Story—"The Queer Little Baker Man," page 84.

Aim: To emphasize unselfishness and helpfulness.

By inspection and questioning determine which health habits need most emphasis.

Weigh the children. Read Weighing and measuring, page 308.

Section 7

Dramatize "The Queer Little Baker Man."

(See Dramatization, page 376.)

The Story of Steam, page 343.

(See bibliography, Safety, page 390.)

Game—"The Traffic Cop," page 187.

Begin a safety poster.

Better be safe than sorry.

Finish the safety poster.

Review the lessons on safety.

Colds, page 322.

Poem—"A Blessing for the Blessed," page 226.

Questions on sleep, page 318.

Where do you sleep. . . .

By inspection and questioning find out which health habits need the most emphasis.

Weigh and measure the children.

Section 8

Poem—"A bit of work," page 210.

Bring pictures for a sleep poster.

(See Posters, page 374.)

Proper way to sleep, page 318.

Poem—"The world is full of wondrous things," page 350.

Form a Sandman's Brigade, page 318.

Make a sleep poster.

Game—"Signals of Courtesy," page 169

Review Game, "Signals of Courtesy."

Verse—"Seven million little openings," page 206.

Chore—I took a full bath on more than one day last week.

Reasons for bathing, page 247.

By inspection and questioning determine which health habits need most emphasis.

Weigh and measure the children.

Section 9

Story—"Sweet Rice Porridge," page 108.

Review story, "Sweet Rice Porridge."

Game—"What Robin Saw," page 183.

Aim: To emphasize good food.

To teach color.

Review game, "What Robin Saw."

Review the toothbrush drill, page 314.

Review the handkerchief drill, page 315.

Show how children become modern knights by the daily performance of the health chores.

Review Section 1 and Section 2.

Review all the work in weighing and measuring.

Review all the work in this grade.

Emphasize the health chores.

Check results to know how many

children have performed the chores faithfully.

Ascertain which children need spe-

cial attention and incentives to do better health work in the next grade in habit formation.

Grade III

"Keep in mind the fact that the subject of health has but little interest to children who are well, and that you must make use of their desire for your approval, their tendency to imitate those whom you admire, their interest in competition, and their pleasure in doing something that has the appearance of bravery or usefulness."

—WALTER S. COBB.

The graded chores, Form A, page 358, are taken in this grade with the award of the title of squire. Regular and faithful performance of the chores will promote good health and the prevention of disease. Incentives are of great value to keep the interest high. How to start the Crusade, page 356. The Crusaders' Code, page 356.

In the third and fourth grades the training in health habits through games, stories, poems and projects should continue with simple instruction in health fundamentals.

Section 1

Read carefully directions for Crusade work, page 356.

Explain the Crusade to the children.

Chore—I washed my hands before each meal today.

(See bibliography, Hands and Nails, page 385.)

Demonstration of handwashing, page 315.

Ask the children to bring pictures for a clean hands poster.

Make clean hands poster.

(See Posters, page 374.)

Clean clothing—care.

Poem—"Scrub! Scrub! Scrub!" page 208.

Chore—I brushed my teeth thoroughly.

Times to brush the teeth, page 263.

Toothbrush drill, page 314.

Health talk about your teeth, page 264.

Weigh and measure the children. .

Read Weighing and measuring, page 308.

(See bibliography, Nutrition classes and clinics, page 392.)

Section 2

The Six Year Molar. Review the lessons in the second grade. The care of the Six Year Molar cannot be over-emphasized in these grades. By examination, inspection and questioning ascertain which health habits need most emphasis.

Game—"I Say Stoop," page 168.

Aim: To secure good posture.

Posture commands, page 166.

Posture Tag, page 168.

Ask the children to bring pictures for a vegetable chart. Discuss kinds, placing, coloring, and the food value of vegetables, page 274.

Make a vegetable chart.

Story—"The Milk Fairies," page 125.

Why we should drink milk slowly,
page 272.

Why milk is the best food, page 272.
Excursion to a dairy or milk depot,
page 375.

Ask the children to bring the chore records to school. From them, by inspecting and questioning decide which ones need most emphasis.

Weigh the children. Read Weighing and measuring, page 308.

Section 3

Discuss the excursion to the dairy or milk depot.

What is the relation of the dairy to health?

Game—"The Farmer is Coming,"
page 176.

Review the game, "The Farmer is Coming."

Relief Drill, page 186.

Accident Prevention.

Aim: To develop in the children a sense of duty to the community.

To show how they can help to prevent accidents in the community.

The story of Fire, page 344.

Excursion to a fire station, page 344.

Discuss the excursion to the fire station.

Sitting posture drill, page 164.

Ask the children to bring chore records to school. By inspecting and questioning decide which ones need most emphasis.

Weigh and measure the children.

Read Weighing and measuring, page 308.

Section 4

Game—"Pure Food Man," page 184.

Aim: To give exercise.

To teach good foods.

Story—"A Kindness Every Day,"
page 78.

Make this story the basis of teaching the value of good health habits.

Chore—I went to the toilet at a regular time.

Compare taking food into the body with burning fuel.

(See Elimination, page 289.)

Make a notebook of foods that relieve constipation, page 289.

Handkerchief drill, page 315.

Use of the handkerchief.

Colds.

(See bibliography, page 388.)

How colds are caught, page 322.

Plan a cold campaign.

Story—"How the Holly Berry Almost Lost Its Red Cheeks," page 35.

Chore—I played outdoors or with windows open a half hour.

Poem—"Girls and boys come out to play," page 209.

Weigh and measure the children.

Game—"Follow the Leader," page 187.

Section 5

Story—"A True Knight," page 96.

Poem—"I saw a ship a-sailing," page 210.

Relief Drill, page 186.

Poem—"Sweetly sleep," page 226.

(See bibliography, Rest, page 395.)

Value of sleep, page 318.

Chore—I was in bed eleven hours or more, windows open.

Poem—"Lady Button Eyes," page 226.

Ask the children to bring pictures for a sleep poster.

(See Requirements of sleep, page 317.)

Make a sleep poster.

(See Posters, page 374.)

Value of sleep, page 318.

Hours of sleep, page 319.

Weigh and measure the children.

By observation, inspection and questioning ascertain which health habits need the greatest emphasis.

Section 6

Story—"Ellie's Wishes," page 61.

Resting the eyes, page 351.

Danger to the eyes, page 351.

Proper shoes, page 260.

(See bibliography, Shoes, page 388.)

Postural Exercises, page 166.

Aim: To develop the postural muscles.

To strengthen the arches of the feet.

Project to determine a well arched foot, page 260.

Rhythmic Play—"Skating," page 179.

Aim: To develop grace.

To give a breathing exercise.

Value of air and sunshine, page 321.

Ventilation rules, page 332.

Relief Drill, page 186.

Weigh and measure the children.

Read Weighing and measuring, page 308.

Ask the children to bring the chore records to school. From them, and by inspection and questioning decide which health habits need the greatest emphasis.

Section 7

Story—"The Dove and the Woodpecker," page 146.

Aim: To teach health through right thinking.

Language game—"Health Habits," page 176.

Aim: To review good health habits.

To teach the correct use of "If I were," "if I were not," and "I should."

Poem—"Miss Fret and Miss Laugh," page 202.

Story—"What you look for you will find," page 58.

Poem—"It was only a little blossom," page 202.

Relief drill, page 186.

Use of the muscles, page 188.

Purpose of taking exercise.

Make an exercise poster.

(See Projects, page 228.)

Chore—I played outdoors or with windows open a half hour.

Story—"The Boy Who Walked Around St. Michel," page 60.

Weigh and measure the children.

By observation, inspection and questioning decide which health habits need most emphasis.

Section 8

Colds, page 322.

Chore—I tried hard to keep fingers and pencils out of my mouth and nose.

(See bibliography: Fingers and pencils out of mouth, page 386. Habits which spread disease, page 323.)

Story—"Chubby Children and How to Grow Them," page 113.

Ask the children to bring pictures for a good breakfast poster.

(See Well-balanced meals, page 300.)

Plan a breakfast suitable for a third grade child.

Water—When to drink, why beneficial, page 278.

Real foods—Make believe foods.

Poem—"A Mystery," page 206.

Kinds of baths for children, page 247.

Poem—"Muddy Jim," page 206.

Why should everybody bathe frequently?

Ask the children to bring pictures for a bath poster.

Make a bath poster.

(See Posters, page 374.)

Read "Some Health Standards," page 364.

Weigh and measure the children.

By observation, inspection, questioning and a review of the chore records decide which health habits need most emphasis.

Section 9

Game—"The Knights of Health," page 179.

Aim: To give healthful activity through rhythmic play.

Review "The Knights of Health."

Story—"The Knights of the Silver Shield," page 90.

Game—"Advancing Statues," page 168.

Aim: To teach the children to think quickly.

Review "Advancing Statues."

Story—"How The Singing Water Got to the Tub," page 49.

Use the story "How the Singing Water Got to the Tub," for the basis of a lesson on bathing.

General review of the games, stories and poems for third grade.

Final weighing and measuring of the children and a checking of health habits to determine which health activities need most emphasis.

Ceremony for giving the title of squire to the children who have earned it.

Make much of this. They have won a signal honor and should be so recognized.

Plan a health program of which a pageant is a most attractive part.

(See Plays and Pageants, page 399. For awarding of titles, see page 361.)

If other material for regular class work or for program is needed turn to the third grade work under Stories, Games, Quotations and Projects. Read the bibliography on films and slides.

Grade IV

Section 1

"Health knowledge without health practice is educational waste. In fact establishing health habits is far more important than the mere furnishing health information."

—*Physical Training Manual, Mo.*

The graded chores, Form B, page 359, are used in this grade with the award of the title of knight. If they are performed regularly and faithfully, good health will be promoted.

But incentives are needed to keep the interest high.

How to start the Crusade, page 356.

Read the Crusaders' Code, page 356.

(See bibliography, Teeth, page 386.)

Primary and secondary effects of decayed and abscessed teeth, page 265.

Toothbrush drill.

(See Drills, page 313.)

If this drill has been given to the children in the three preceding grades it need be given here only to the pupils who have come from schools where it was not taught.

Times to brush the teeth, page 263.

Story—"How Robinson Crusoe Made Bread," page 103.

Poem—"Back of the bread is the snowy flour," page 223.

(See Bread, page 285; Cereals, page 282, Exhibits, page, 394.)

Kinds of bread most nutritious, page 285.

Excursion to a mill or bakery.

(See Excursions, page 375.)

Discuss the excursion of the previous day.

Record information in note books for future reference.

Weigh and measure the children.

(See Weighing and measuring page 308.)

(See bibliography, Nutrition, nutrition classes and clinics, page 392.)

Read quotations on Nutrition, page 220.

Section 2

Story—"The Young Prince and the Robber Children," page 135.

Reproduce "The Young Prince and the Robber Children."

Commands to secure good posture, page 166.

To gain correct standing position, page 169.

Common causes of faulty posture, page 165.

Chore—I tried to sit and stand straight.

Game—"Shelter Stand," page 169.

Aim: To strengthen the postural muscles.

(See bibliography, Posture, page 395.)

Faulty postures and correction, page 170.

Chore—I tried to sit and stand straight.

Pictures which illustrate good posture, page 195.

Purpose of taking exercise, page 189.

(See bibliography, Exercise, page 386.)

Begin a good posture poster using magazine or other pictures of artistic coloring for the illustration. Select the pictures with care. Note that they emphasize the point.

Three rules for a good sportsman, page 212.

Aim: To teach the children to play to win.

To teach them to lose gracefully.

Weigh and measure the children.

Ask the children to bring the chore records to school. From them, the height and weight records, and by discussion, inspection and questioning decide which health activities need most emphasis in this grade.

Section 3

Commit to memory "The Crusader's Creed," page 216.

Develop the interdependence of the home, the school and the community, page 345.

Ways in which the community protects and helps its citizens, page 345.

Public safety guards, page 345.

Read quotations on Safety, page 220.

Automobile regulations, page 345.

Chore—I tried to avoid accidents to others and myself. I looked both ways when crossing the street (road).

Formulate a set of rules for safe crossing, page 345.

Practice lettering by noticing the different safety signs posted along streets and highways, page 345.

Make a safety poster.

Diseases transmitted by nose and mouth secretions, page 323.

Give the handkerchief drill, page 315, if in your opinion a need exists for it.

Colds, page 322.

Weigh and measure the children.

Read Weighing and measuring, page 308.

Ask the children to bring the chore records to school. By discussion, observation and inspection decide which health activities need most emphasis.

Section 4

Story—"The Colors of the Rainbow," page 143.

Read Cheerfulness quotations, page 200.

Choose one for a lesson on cheerfulness.

The biographical story.

Aim: To create an interest in biographical literature.

To use for a constructive health lesson.

To train the children in research.

Procedure for the study of a Crusader for Health, page 158.

Robert Louis Stevenson, page 158.

Story—"A Really Truly Christmas Tree," page 153.

Aim: To stress the value of sunshine and fresh air.

Weigh and measure the children.
Read Weighing and measuring, page 308.

Decide which health activities need most emphasis.

Section 5

Elimination, page 289.

(See bibliography, page 394.)

Chore—I went to the toilet at a regular time.

Teach that elimination helps to keep the individual in good health.

Story—"A Friend of the King," page 87.

Aim: To teach that good health habits are an aid in helping others.

Knighthood, page 368.

Teach the children that they can become modern knights by the faithful performance of the health chores.

Story—"The Color Bearer," page 75.

Aim: To emphasize that the daily performance of the health chores helps make good citizens.

Chore—I washed my hands before each meal. I cleaned my finger nails today.

Read quotations on Hands and Nails, page 207.

(See bibliography, Hands and Nails, page 385.

Posture tests, page 165.

Read quotations on Posture, page 213.

(See bibliography, Posture, page 395.)

Review posture tests.

Ask the children to bring the chore records to school. By discussion, observation and inspection decide which ones need most emphasis.

Weigh and measure the children.

Section 6

Story—"Why Ned's Example Wouldn't Come Right," page 67.

(See bibliography, Eyes, page 388.)

Care in washing the eyes, page 351.

Preventive measures, page 351.

Review "Why Ned's Example Wouldn't Come Right."

Cereals.

Purpose of cooking, page 282.

The use of left overs, page 282.

Plan a good breakfast suitable to the age of the class.

(See Well-balanced meals, page 300.)

Poem—"Eating Between Meals," page 223.

Aim: To emphasize the importance of a regular time for eating.

(See bibliography, Nutrition—Mastication, page 393.)

Story—"Mrs. Stomach Ache and Good Digestion," page 117.

Aids to good digestion, page 300.

Ask the children to bring the chore records to school. Decide from them and by the height and weight records which health habits need most emphasis in the grade.

Section 7

Story—"Eben's Cows," page 121.

Milk, page 270.

Courtesy and Health, page 286.

The habit of the right choice of food, page 299.

Chore—I had three wholesome meals including a nourishing breakfast. I drank milk.

Story—"Mrs. Fly and Mrs. Mosquito Decide to Leave Cleanville," page 48.

Review "Mrs. Fly and Mrs. Mosquito Decide to Leave Cleanville."

Form a fly fighter brigade.

Ask the children to bring the chore records to school. By discussion, observation and inspection decide which ones need most emphasis.

Weigh and measure the children.

Read Weighing and measuring, page 308.

Section 8

Story—"Taking a Bath in Finland," page 52.

Use this story as a basis to discuss different kinds of baths.

(See bibliography, Bathing, page 385.)

Chore—I had a complete bath and rubbed myself dry on each day of the week checked.

Make a bath poster.

(See Posters, page 374.)

Read quotations on Bathing, page 206.

A healthy skin, page 248.

Sanitation, page 251.

Aim: To teach the relation between neighborhood sanitation and health.

Story—"A Breath of Air," page 38.

Read quotations on Air, page 199.

(See bibliography Air, page 385.)

Air in the school room, page 331.

Write for their literature, to firms manufacturing heating and ventilating systems.

(See Letter writing, page 376.)

Effects of fresh air, page 331.

Ask the children to bring the chore records to school. By discussion, observation and inspection decide which ones need most emphasis.

Weigh and measure the children.

Read Weighing and measuring, page 308.

Section 9

Poems—"Go to bed early—waken with joy," page 224 "Sweetly Sleep," page 226.

Use for a talk on sleep.

Chore—I was in bed eleven hours

last night, windows open.

Proper way to sleep, page 318.

The body as a factory, page 290.

Fruit: The apple, page 276.

Aim: To teach its value as a food.

To correlate nature study.

The peach, page 277.

Aim: To correlate geography and health.

Make a fruit poster.

(See Posters, page 374.)

Potatoes, page 275.

The best way to serve.

Qualities housekeepers prefer.

Exercises for the correction of defects, page 170.

Go over the chore records carefully that there may be a definite knowledge of the progress in habit formation and the needs of each child.

Award the title of knight to the ones who have achieved this honor.

Plan a special ceremony and program.

(See Crusade manual for the accolade and the complete ceremonial directions.)

(See bibliography, Pageants, for program material.)

Grade V

Section 1

"I may quite sincerely express the hope that in every American City and country district a like larger proportion of boys and girls will make themselves knights by faithful attention to their own habits and their care and concern for the health of the nation."¹

—WARREN G. HARDING.

"Children of the grammar school age should be given the *why* that they may have their reason satisfied and so coöperate more cheerfully and usefully in the health program laid out for them."

—DR. FRANK C. LOCKWOOD.

The graded chores, Form C, page 359, are taken in this grade with the award of the title Knight Ban-

¹ Extract from a letter written by President Harding to Mr. DeForest after the winning of the inter-city silver cup by the school children of Washington, D. C.

neret. If they are performed regularly and faithfully, good health will be promoted. But incentives are needed to keep the interest high.

How to start the Crusade, page 356.

Why teeth should be clean, page 266.

(See bibliography, Teeth, page 386.)

Toothbrush drill, page 314. Give if it is needed.

Times to brush the teeth, page 263.

Make a good teeth notebook.

(See Booklets, page 375.)

Lime water, page 313.

Relief drill, page 186.

Story—"A Third Grade Boy's Composition on Breathing," page 38.

After the upper grade pupils have enjoyed a laugh over this composition use it for a lesson on the value of fresh air.

Methods of ventilation, page 332.

Value of fresh air and sunshine, page 332.

Project on Air, page 235.

Story—"The Clove Merchant," page 34.

Weigh and measure the children.

Read directions for weighing and measuring, page 308.

(See General suggestions, page 312. See bibliography, Nutrition classes and clinics, page 392.)

Read "Nutrition Course," in the Crusade Manual.

Record height and weight of each child.

Send this record home to the parents.

(See "Weight Tags," page 310.)

Discuss the records with the children.

Try to discover and to correct the causes of underweight.

Use the nutrition chores, page 360 for the children who in your opinion need it.

Consult and coöperate with the school physician, the school nurse, the home economics and physical training directors if they are a part of the school system. In their absence consult or write the state tuberculosis association.

Section 2

Ask the children to bring the chore records to school. From them by inspection and observation decide which health activities need most emphasis in your school.

"Washington left behind him, as one of the greatest treasures of his country, the example of a stainless life—of a great, honest, pure and noble character,—a model for his nation to form themselves by in all time to come."

—*Smiles.*

Have the children write a story "Washington as an Athlete," page 189.

Aim: To create an interest in health.

To encourage research.

For reference, use any good books on the life of Washington.

Leaders of men, page 189.

Story—"The King and His Magic Clubs," page 59.

Correct posture, page 164.

(See bibliography, Posture, page 395. Correct posture, Crusade manual.)

Chore—I tried to keep good posture and to breathe fresh air always, through my nose.

Posture tag, page 169.

Aim: To develop good posture by stretching the muscles and keeping the body mobile.

Story—"Bread Making Among Various Peoples," page 101.

Emphasize the use of breads made from whole cereals.

Chore—I ate either some beans, eggs, cheese, fish or meat at one meal.

I ate watery vegetables or fruit.

(See bibliography, Nutrition, page 392.)

Weigh and measure the children.

Read Weighing and measuring, page 308.

Section 3

The Crusader's Creed, page 216.

Encourage the children to learn the creed. Use this for the basic talk upon the daily performance of the health chores.

Check and determine which ones should be most emphasized.

Cereals, page 282.

Begin a cereal notebook or poster.

(See Booklets, and Posters, page 375.)

Emphasize the value of cooked cereals.

Story—"The Great Gift," page 129.

Finish the cereal notebook or poster.

Drinking water, page 278.

(See bibliography, Water, page 394.)

Chore—I drank four glasses of water and no tea, coffee, nor any harmful drinks. I did not wash my food down.

Coffee and tea, page 280.

Relief drill, page 186.

Ask the children to bring chore records to school. From them by in-

spection and observation decide which health activities need most emphasis in your school.

Weigh and measure the children.

Read Weighing and measuring, page 308.

Section 4

Good food habits, page 286.

Milk, page 270.

Apples, page 276.

Oranges, page 277.

Make a screened closet for the top of the refrigerator, page 237.

Chore—I chewed my food thoroughly, ate slowly and did not run soon after meals.

Importance of thoroughly masticating the food, page 288.

Story—"Uncle Jim and the Bramble Bushes," page 65.

Care in washing the eyes.

(See bibliography, Eyes, page 388.)

Shoes, page 260.

Ask the children to bring the chore records to school. By discussion, inspection and observation decide which health activities need most emphasis in your school.

Section 5

Crusaders' Code, page 356.

Use for a silent reading lesson. The child reads one section silently and then tells it to the class.

Procedure for the study of a Crusader for health, page 158.

Theodore Roosevelt, page 159.

Quotations from Roosevelt, page 160.

Two Minute or Relief drill, page 186.

The Training of a Knight, page 368.

Tournaments, page 368.

Story—"The King's Garden," page 147.

Poem—"The Doctor," page 203.

Aim: To teach the value of cheerfulness.

Ask the children to bring the chore records to school. By discussion, inspection and observation decide which health activities need most emphasis in your school.

Weigh and measure the children.

Section 6

Crusader's Creed, page 216.

Use this to emphasize the value of the formation of good health habits. How fifth grade and other grade children can be helpful, page 345.

Chore—I was careful to keep myself and my desk neat, and helped keep the whole school and grounds in order.

Safety education, page 346.

Safety devices, page 347.

Poster—"The Best Safety Device is a Careful Man."

How you can protect yourself and others.

Chore—I did not use a "common" cup or towel. I coughed or spit only when necessary and was careful to protect others.

Some germ diseases, page 256.

The use of the handkerchief. Handkerchief Drill, page 315.

Colds, page 322.

Ask the children to bring the chore records to school. By discussion, inspection and observation decide which health activities need most emphasis in your school.

Weigh and measure the children.

Section 7

Every pupil in the class should commit the Crusader's Creed to memory, page 216.

Have the children give two minute talks upon a health subject.

Chore—Besides my hands, I washed my face, ears, and neck. I combed or brushed my hair today.

(See bibliography, Hands and Nails, page 385; Fingers and pencils out of mouth, page 386.)

Skin and hair, page 250.

Flies, page 256.

Continue lesson on flies.

Story—"Cheery People," page 41.

Read poems and quotations on Cheerfulness, page 200.

From them formulate a lesson plan on the relation of cheerfulness and health.

Chore—I was in bed ten or more hours last night, windows open. I stretched out "long" when waiting for sleep.

The importance of sleep, page 319.

Hours of sleep, page 319.

Protection of the eyes in outdoor sleeping, page 320.

Weigh and measure the children.

Section 8

Ask the children to bring the health chore folders to school. By checking them and by inspection and observation decide which habits need the most emphasis.

Chore—I attended to the toilet at my regular time, and washed my hands afterward.

Why should this chore be kept?

Prevention of constipation, page 291.

Good laxative foods, page 291.

Bathing, page 246.

Read quotations on Bathing, page 206.

(See bibliography, Bathing, page 385.)

Chore—I took a full bath on each day of the week that is checked. I put on clean underwear at least once this week.

Poem—"The Bath Tub's Complaint," page 207.

Aim: To teach the care of the bath tub, towels and soap.

Care of the underwear, page 249.

Sanitation, page 251.

Water supply, page 279.

Value of water, page 278.

Game—"Vegetable Man," page 183.

Aim: To give exercise.

To create an interest in vegetables.

Section 9

Write original conundrums and health rhymes.

Collect conundrums and health rhymes.

Aim: To create an interest in good health habits. To train in the use of good English.

(See Projects, page 228.)

Gardens, page 275.

Clean up campaign, page 257.

Begin plans for a Health Club, page 367.

Complete plans for the Health Club.

Compare the appearance of your town, village and school with others about which you know, page 347.

The school and the community, page 347.

Keeping the neighborhood healthy, page 251.

Plan a ceremony, program and special honors for the pupils who have won the title of knight banneret.

(See Plays and Pageants, page 399, for a list of suitable health plays.)

Grade VI

Section 1

"Health training is now recognized as one of the most important functions of the public school. It opens untold possibilities in establishing life-long habits for health in each individual child. It is one of the most effective things the school can do in training for intelligent and responsible citizenship."

—C.-E. A. WINSLOW.

The graded chores, Form D, page

360, are used in this grade with the award of the title of Knight-Banneret Constant (provided pupils have done the chores for the three previous grades). If these chores are performed regularly and faithfully, good health will be promoted. But incentives are needed to keep the interest high.

"Educators do more by their lives than by their living words. The greatest force in the world is in the life of the teacher. Always we learn

lessons best from living examples. Lincoln lived his life—one of devotion to the poor and needy—and his life became a beacon light for human freedom and a light by which thousands have been led."

—JOHN CLIFFORD.

"During the sixth grade years of the pupil's school experience he is eager to know the *why* of things and the teacher will do well to encourage research wherever it fits in to good advantage. Give the pupil problems suitable for his age and advancement and encourage an inquiring nature in the pupil. Give the pupil a chance to observe and to tell what he has seen."

—*State Dept. of Public Instruction, Iowa.*

The importance of personal cleanliness, page 249.

Skin, page 249; nails, page 246; hair, page 250; clothing, page 259.

Correlate the facts in the preceding lesson with geography and reading, noting the life and apparel of foreign peoples.

Chore—I gave careful attention to personal cleanliness and neatness of appearance today. I tried to keep my surroundings sightly and sanitary.

Teach that good citizens must have healthy bodies, that the health of the individual is guarded by guarding the health of the group, and that certain coöperative means must be used to guard the health of the group.

Keeping the neighborhood healthy, page 251.

Beautifying the community, page 252.

The relation of homes to health, page 253.

A city beautiful.

Aim: To arouse civic pride.

To show that healthful conditions help to make a city beautiful.

Ugly spots in our neighborhood, page 253.

Air in the school room, page 331.

Read Weighing and measuring, and General suggestions, pages 308-312.

(See bibliography under Nutrition, classes and clinics, page 392.)

Read Nutrition course, Crusade manual.

Record the height and weight of each child, and send this record home to the parents.

(See "Weight Tags," page 310.)

Discuss the records with the children. (See bibliography, Nutrition, page 392.)

Use contests to inspire the children to get from class 2 to class 1 by or before the second month.

Read Contests, page 370.

Consult and coöperate with the school physician, the school nurses the home economics and physical training directors if they are a part of the school system. In their absence consult or write the state tuberculosis association.

Section 2

Have the children bring the chore records to school. From them and by observation decide which chores and which health activities need the most emphasis in your school.

Effects of types of air, page 333.

Read quotations on Air, page 199.
(See bibliography, Air, page 385.)

Types of men who do not exercise,
page 190.

Why you should exercise, page 190.

Posture, page 196.

Read quotations on Posture, page 213.

(See bibliography, page 395.)

Posture drill, page 170.

The value of play, page 192.

Chore—I played or exercised for at least an hour in fresh air, avoiding over-fatigue. I breathed deeply and was careful to keep good posture.

Game—"Posture Tag," page 169.

Review "Posture Tag."

Rules for a Good Sportsman, page 212.

Weigh and measure the children.

Read Weighing and measuring, page 308.

Section 3

Ask the children to bring the chore records to school. From them, by observation and questioning decide which chores and which health activities need most emphasis in your school. School Paper.

Aim: To train the children to look for health items.

To encourage research.

Chore—I tried to be cheerful, straightforward and clean minded; to do one thing at a time and the most important thing first.

Read the poems and quotations on Cheerfulness. Choose some of them to emphasize the relation between cheerfulness and health.

Relief drill, page 173.

Story—"The Hunger for Happiness," page 146.

Read the quotations on Laughter, page 204.

Choose from them a health lesson.

Story—"The Health Teaching of the Master," page 41.

Give the toothbrush drill, page 314, if a need exists for it.

(See bibliography, Teeth, page 386.)

Read the quotation "The toothbrush is certainly one of the best friends," page 268.

Use the points in it for the lesson on the care of the teeth.

Why teeth decay, page 267.

Section 4

Ask the children to bring the chore records to school. From them, by observation and questioning decide which chores and which health activities need most emphasis in your school.

Story—"The Woman Who Shared her Last Loaf," page 86.

Aim: To show the relation that exists between the child and his companions.

Reproduce the story "The Woman Who Shared her Last Loaf."

Read the quotations "She doeth little kindnesses," page 219, and "Who blesses others in his daily needs," page 219. Use these for a lesson on helpfulness and health.

Chore—I was careful to do nothing to hurt the health of any one else. I played fair. I did willingly at least one kind act for another person.

Why every one should be careful

when he coughs, sneezes and spits, page 324.

Safety movements, page 347.

(See bibliography, Helpfulness, page 389.)

Safety lesson topics, page 348.

Electrical safety, page 348.

Methods of resuscitation, page 348.

Tobacco, page 305.

Section 5

Ask the children to bring the chore records to school. From them, by observation and questioning decide which chores and which health activities need most emphasis in your school. Tea and coffee, page 280.

Chore—I used no tea, coffee, nor any harmful drink; no tobacco in any form, nor any injurious drug.

Colds, page 324.

(See bibliography, page 388.)

Plan a cold campaign, page 325.

Story—"Germs are Everywhere," page 99.

Aim: To emphasize that a cold is a germ disease.

Review "Posture Drill," page 170.

Poem—"How Strong are You?" page 210.

Read the Crusader's Creed, page 216.

Use it for the basis of a health talk.

The properties of foods, page 293.

Make a good food notebook or chart grouping the foods into their proper classes.

(See Booklets, page 375.)

Section 6

Ask the children to bring the chore records to school. From them, by observation and questioning decide which chores and which health activi-

ties are most needed in your school. Chore—I gave proper attention to elimination.

Effects of improper elimination, page 292.

Rice, page 282.

Aim: To create an interest in cereals.

Barley, page 283.

Fruit, page 276.

Essentials in clean milk production, page 272.

Pasteurization of milk, page 273.

Plan a well balanced dinner for a family, page 302.

Plan a meal from the dinner menu of yesterday.

Weigh and measure the children.

Read Weighing and measuring, page 308.

Section 7

Game—"Our Foods," page 184.

Aim: To correlate geography and health.

Use one of the following art lessons according to the season.

1. Draw from budded or blossoming twigs, cherry, plum, apple.
2. Paint with water colors vegetables or fruits with some of their foliage. Turnip, carrot or radish with part of its growth. An apple with a leaf or section of the twig.

Ask the children to bring the chore records to school. From them and by observation decide which chores and which health activities need most emphasis in your school.

Florence Nightingale.

Read quotations, page 160.

Her work.

(See bibliography, page 161.)

School nurses, page 380.

Hospitals, page 380.

Provisions for hospitals, page 380.

Permit the children to choose the health games, stories and projects.

Section 8

Ask the children to bring the chore records to school. From them and by observation and questioning decide which chores and which health activities need most emphasis in your school.

Chore—I was in bed ten hours last night, windows open. I did not allow a pillow to make me "round shouldered."

When you waken in the morning, page 320.

Make a sleep poster showing open window.

Germ carriers of diseases to the eyes, page 352.

Chore—I held reading matter not less than twelve inches from my eyes. I did not read lying down or with straining light or facing the light.

Children whose eyes should be examined, page 352.

Symptoms indicative of trouble with the eyes, page 353.

Read the quotations on Bathing, page 206.

Plan a health lesson from them.

Neighborhood recreation, page 193.

Recreation, page 193.

Section 9

Ask the children to bring the chore records to school. From them and by observation decide which chores and which health activities need most emphasis in your school.

Relief Drill, page 173.

Milk, page 270.

Water supply, page 279.

Plan an excursion to a water plant or a dairy.

(See Excursions, page 375.)

Knighthood, page 370.

Chivalry, page 370.

Ideal of knighthood service, page 370.

Plan a special program and ceremony for the award of the title Knight Banneret Constant.

(See the Crusade manual.)

(See Plays and Pageants, page 399.)

Grade VII

The aim in this grade should be to lead the pupils:

1. To realize the importance of health to themselves, to their neighbors and to the community.

2. To realize the dependence of the individual upon social agencies.

3. To secure the right social attitude toward the problems involved. The materials used in the approach to the topics should be drawn almost en-

tirely from the experience or knowledge of the pupils. The class should pool its experience.

Many boys and girls do not attain more than a seventh or eighth grade education. It is therefore very important that their education in health shall be full and complete to the greatest possible extent.

No chore records are planned for this grade. If, however, they have

not been used in the four previous grades it is strongly urged that the chore record Form D, page 360, be used here.

Read carefully "The Round Table," Crusade manual.

Encourage the pupils to become members.

Section 1

Why teeth decay, page 267.

Read toothbrush drill, page 314.

Give it if it is needed.

(See bibliography, Teeth, page 386.)

When a child should be referred to a dentist, page 268.

The eyes, page 353.

(See bibliography, Eyes, page 388.)

The ears, page 354.

(See bibliography, Ears, page 388.)

School child's daily program, page 364.

Read Form D, chore record with the pupils, page 360.

From your observation and inspection, use this and the preceding lesson for a guide to formulate a daily program for the pupils.

Remember a daily inspection and a record of the health habits of the pupils is very helpful for a good health program.

Story—"The Round Table," page 95.

Qualifications for the Round Table, Crusade manual.

Review the story "The Round Table."

Encourage every child in the school to qualify for this honor.

The Crusader's Creed, page 216.

Use the Crusader's Creed for basic work in a health and citizenship lesson.

Weigh and measure the children.

Send the records home to the parents.

Read General suggestions, page 312. Weighing and measuring, page 308. Correct weight, Crusade manual.

(See bibliography, Nutrition, page 392.)

Section 2

Use the height and weight records, Form D, chore record, page 360, an inspection and a questioning as a basis to determine which health habits need most emphasis for the pupils of the seventh grade.

Have the children repeat the Crusader's Creed.

Some Health Standards, page 364.

Fuel for the body, page 293.

Why the food should be masticated properly, page 288.

Classification of foods, page 293.

Minerals, page 296.

Chief sources of starch, page 294.

Chief sources of sugar, page 294.

The value of sugar, page 294.

The importance of fats, page 295.

Section 3

Important measures that will relieve constipation, page 291.

Game—"Progressive Dodge Ball," page 187.

Plan a well balanced meal for pupils of the seventh grade.

(See Well-balanced meals, page 300.)

(See bibliography, Well-balanced meals, page 392.)

Story—"The Tale of a Tummy,"
page 120.

Prepare a list of beverages suitable
for warm weather; for cold
weather.

Make a notebook or chart classify-
ing food.

Protein	Minerals
Carbohydrates	Fats

(See bibliography, Classification of
foods, page 392.

Plan a month's food supply for a
family of five.

Fruit	Meat
Vegetables	Flour

Eggs

Points to consider:

Well-balanced meals.

Local and market prices.

Economic status of the family.

Read the quotations on Cleanliness,
page 205.

Select ones from them for a lesson
on cleanliness.

Read Handwashing demonstration,
page 315.

Review its different points; give, if
in your judgment it is needed.

Worry and health, page 339.

Read the quotations on Laughter,
page 204.

Plan a lesson from them.

Section 4

Read the quotations on Cheerful
People, page 204. Teach that
cheerfulness is a most important fac-
tor in health.

Weigh and measure the children.

Read Weighing and measuring, page
308.

Read the poems and quotations on
Work, page 210. From them plan

the lesson on work and health.

Use the chore folders Form D,
page 360, for a silent reading lesson.

Permit the children to read the
chores, then to give one minute talks
on them.

Shoes, page 261.

The water supply, page 279.

Aim: To arouse a consciousness
of the importance of a pure
water supply and its relation
to health.

Bodily need for water, page 280.

Keep in mind the points that qual-
ify a pupil to become a member of
the Round Table, page 363.

Review the story, "The Round
Table," page 95.

Section 5

Rules for a Good Sportsman, page
212.

Read the Crusaders' Code, page 356.

Have the children choose different
points from the Code for poster illus-
trations.

Health officers, page 367.

Aim: To develop a sense of re-
sponsibility in the health of
the school.

Complete plans for health officers
for the seventh grade.

Use Form D, chore record, page
360, an inspecting and a question-
ing as a basis to determine which
health habits need most emphasis for
the pupils of the seventh grade.

Ask the children to repeat the
Crusader's Creed.

Exercise, page 191.

Relief drill, page 173.

Read directions for giving corrective
exercises, page 170.

Each teacher should secure a list

of the names of the pupils in the class room whose physical exercise under her supervision should be modified because of organic weakness.

Debate—"Resolved that golf provides better exercise than tennis."

(See Debates, page 374.)

This lesson should extend over more than one period that the pupils may have time to prepare data for it. Walking, page 194.

Aim: To create an interest in a most beneficial form of exercise.

Organize a walking or hiking club, page 194.

Study the games, sports and athletics of different nations, page 191.

Correlate with geography.

Section 6

Note the proper adjustment of the seats and desks and its relation to posture, page 197.

Posture drill, page 170.

Crusaders for Health, page 161.

General Gorgas, page 161.

Story—"The Making of our Country's Flag," page 93.

Aim: To teach what the flag means.

To teach that good citizens should have good health habits.

Community needs, page 378.

Visit a dairy or a market.

Note what provisions are made there for the health of the community.

Discuss the excursion of the previous day.

Section 7

Community provisions for health, page 379.

Weighing and measuring, page 308.

Send the records home to the parents.

Read General suggestions, page 312.

Weighing and measuring, page 308.

(See correct weight, Crusade manual.)

(See bibliography, Nutrition, page 392.)

Nervous children, page 341.

(See Mental hygiene, page 339.)

Questions to serve as a guide to nervous children, page 341.

Read health chores Form D, page 360.

Use them to emphasize the formation of good health habits.

Colds.

Danger from colds, page 325.

Teacher's problem, page 325.

What to do when a cold is developing, page 325.

Sore throat and colds, page 325.

Plan a cold campaign, page 325.

Signs of disorders of health, page 364.

Section 8

Read the poems and quotations on Bathing, page 206.

Use these for a lesson on cleanliness and its relation to health.

Sleep.

The proper way to sleep, page 318.

Lack of sleep, page 320.

Hours of sleep, page 319.

A Guest Motto, page 320.

Combine all the points in the previous lessons on sleep in a booklet.

(See Booklets, page 375.)

The Story of Wheat, page 109.
 Wheat project, page 283.
 Safety, page 342.
 Fire Insurance, page 348.
 Discuss the topics, falls, burns and injuries from sharp instruments.
 Discuss their treatment.
 Assign topics to the different children who will report to the class.
 (See bibliography, First Aid, page 389.)
 Read Safety quotations, page 220.
 The use of gasoline, electrical devices, especially electric irons.
 The danger from rusty nails, rusty firearms and matches.
 Assign topics to the classes as in the previous lesson.
 Tobacco, page 305.
 Alcohol, page 306.

Section 9

The State and Public Health, page 382.
 Review the story "The Making of Our Country's Flag," page 93.
 Weigh and measure the children.
 Read Weighing and measuring, page 308.
 By discussion, observation and in-

spection decide which health habits need most emphasis.

History of Medicine, page 239.

Modern Medicine, page 240

Provisions the community makes for health, page 379.

The uses of play, page 191.

Suggested questions on community provisions for health, page 382.

(This information should extend over more than one lesson.)

A knowledge of social customs and usages, page 286.

Award of honors to the children who have earned the privilege of becoming members of the Round Table.

Plan a special ceremony, program and recognition for these children.

(See Crusade manual.)

It is a signal honor that has come to the children and should be so emphasized. Through working to become Knights of the Round Table they have formed health habits of far reaching benefit to themselves and others long after their seventh grade school days are but a memory.

Grade VIII

Most boys and girls in the public schools do not yet attain more than an eighth grade education. Therefore if the future citizens of our state are ever to gain a knowledge of health in its varied phases, and of the organizations, official and voluntary, promoting it, they must take the study in and before the eighth grade. While the method of attack is along

the same lines as in the lower grades, the subject matter must relate in part at least to the *machinery* of health, of what it consists and how it functions in relation to the citizen.

The knowledge that healthy boys and girls are more efficient, more teachable, more law-abiding than those hampered by illness should stimulate us to prompt action.

Every boy desires to be strong and athletic. Every girl desires to have beauty and endurance. The wise teacher will build on these natural interests of the children and inspire them to do the things which will result in physical beauty, strength, and efficiency.

Health teaching should not be confined to any one lesson period but should be introduced at opportune times into every study in the curriculum. It is often a matter of emphasis rather than formal instruction. A definite system of inspection and health record keeping is very helpful to the success of any school health program.

It is especially urged that the pupils in this grade work for the honor of seats at the Round Table.

Read the section on the Round Table in the Crusade manual.

Section 1

The social value of cleanliness, page 249.

Times to brush the teeth, page 268.

Dental inspection, page 268.

The wisdom teeth, page 269.

The X-Ray, page 269.

Bathing, page 249.

Poem—"The Bath for Me," page 207.

Care of the hair, page 250.

Clothing, page 259.

Shoes, page 262.

Posture drill, page 170.

Weighing and measuring.

(See General suggestions, page 312.)

(See bibliography, Weighing and measuring, page 392.)

Read Correct weight in the Crusade manual.

Record the height and weight of each child, send this record home to the parents.

(See "Weight Tags," page 310.)

Discuss the records with the children.

Try to discover and to correct the causes of underweight.

Use printed weight charts or make a chart which can be posted in the room.

Place on it the names of the children.

(See bibliography, Nutrition, page 392.)

Section 2

The goal of health instruction, page 365.

Use Form D, of the graded set of health chores as your guide, page 360.

By inspection, questioning and observation decide which health activities need most emphasis in this grade.

A daily inspection and a definite keeping of the record of the children's health habits are helpful to the highest success of a school health program.

Emphasize the activities that will enable every child in the class to become a Knight of the Round Table. The Crusader's Creed, page 216.

Use the Crusader's Creed for a lesson outline on good health habits.

It is very desirable to inspire the pupils to become Knights of the Round Table.

Read carefully the section on the Round Table in the Crusade manual.

Rules for a Good Sportsman, page 212.

The Crusaders' Code, page 356.

Use this as basic work for a health and citizenship lesson.

Akiyama, the Japanese doctor, page 192.

Walking, page 194.

The value of play, page 192.

Relief drill, page 173.

Review the relief drill.

Section 3

Use Form D, of the graded set of health chores as your guide, page 360. By inspection, questioning and observation decide which health activities need most emphasis in this grade.

A daily inspection and a definite keeping of the record of the children's health habits are very helpful to the highest success of a school health program.

Emphasize the activities that will enable every child in the class to become a Knight of the Round Table. Story—"The Choice of Hercules," page 69.

Use the story, "The Choice of Hercules," to emphasize good health habits.

Work.

Aim: To teach that doing good work is a patriotic service to the state.

To show that good health makes work easy.

"He who scorns work as a pleasure must take it as a punishment."

—VICTOR HUGO.

See quotations on Work, page 210.

Use these quotations for a basis of a lesson on work and health.

Read the other quotations on Work, page 211 for further suggestions.

Posture.

(See quotation from *Physical Culture Magazine*, page 213.

See also bibliography, Posture, page 395.)

Posture exercises, page 170.

The relation of posture to health, page 197.

Make a poster illustrating good posture.

(See Posters, page 374.)

Fresh air and health.

Poem—"Open all the windows," page 200.

(See bibliography, Air, page 385.)

Read quotations under Fresh Air, page 200.

Use them for a lesson plan on fresh air and health.

Weigh and measure the children.

Read Weighing and measuring, page 308.

Section 4

Use Form D of the graded set of health chores as your guide, page 360. By inspection, questioning and observation decide which health activities need most emphasis in this grade.

Emphasize the activities that will enable every child in the class to become a Knight of the Round Table. Home Sanitation, page 254.

(See bibliography, Sanitation, page 396.)

Housing and health, page 254.

The information in these two lessons covers a review of the instruction in sanitation in the previous grades. Use it for several lessons if a need exists for it.

Assign subjects to the pupils upon which they are to prepare two minute talks to be given before the class:

1. Methods of ventilation.
2. Construction of sleeping rooms.
3. Window and door placing.
4. Cubic feet of air required under different conditions.

(See bibliography, Air, page 385.)

Have pupils give two minute talks assigned in the previous lesson.

School Sanitation, page 255.

Debate—"Resolved that life in the city is safer and healthier than life in the country."

(See Debates, page 374.)

Divide the class into two groups, the affirmative and the negative. Permit each group to choose the leaders, other speakers, and different points to introduce and verify.

Give the debate when it is finally worked out before a meeting of the Parent-Teacher Association, other groups or another grade. It will take more than two lesson periods to complete this work.

Compile the information from sanitation lessons, the two minute talks, and the debate into a note book for future reference.

(See Booklets, page 375.)

Section 5

Story—"His Sentinels," page 72.

Use this story for the basic work on prevention.

Methods of prevention of disease, page 366.

The eyes, page 353.

(See bibliography, Eyes, page 388.)

Rules for the care of the eyes, page 351.

The ears, page 354.

Some health standards, page 364.

Alcohol, page 306.

Tobacco, page 305.

Other enemies of children, page 366.

Means of combating the enemies of health, page 366.

Sources of available literature, page 397.

Decide upon health topics for special study.

Write to the organizations listed on page 397 for their literature on these subjects.

Section 6

Colds, page 326.

Story—"The Autobiography of the Tubercle Bacillus," page 149.

Review the story of "The Autobiography of the Tubercle Bacillus," for beginning work on tuberculosis.

(See bibliography, Tuberculosis, page 389.)

The tuberculosis or public health association for your state will send you valuable literature which will help greatly in presenting the subject. Write them for information.

(See Letter writing, page 376.)

Tuberculosis, page 327.

Facts to present to children, page 328.

In case of tuberculosis look to help from these.

How tuberculosis can be prevented, page 328.

Diet for children, page 301.

Vitamines, page 296.

Plan a day's meals for the pupils of the class.

(See Well-balanced meals, page 300. See bibliography, Well-

balanced meals, page 392.)

"Malnutrition may lay the foundation for poor physical development, for ill-health in adult life, or may lead to tuberculosis."

Weigh and measure the children.

Send the records home to the parents.

Section 7

Use Form D of the graded set of health chores as your guide, page 360. By inspection, questioning and observation decide which health activities need most emphasis in this grade.

"Crusaders for Health," Edward L. Trudeau, page 162.

Read Procedure for biographical study, page 158.

Assign to each member or group in the class different topics on the life of Trudeau for study, page 163.

Story—"The Hunger for Happiness," page 146.

The love for the beautiful, page 337.

Aim: To teach that health is beauty.

Assign the topics in the preceding lesson for themes on the relation of beauty to health.

Story—"What You Look For You Will Find," page 58.

Have children reproduce the story—"What you Look For You Will Find."

Cheerfulness:

Aim: To teach the physiological need for laughter and cheerfulness.

Read quotation by Ruskin, page 202.

Read quotations on Laughter, page 204.

Section 8

Read the quotations on Cheerful People, page 204.

Use for the basis of a talk or a theme.

Assign different ones to members of the class.

Plan a class paper, page 241.

The wise purchasing of food, page 303.

When are substitutes advisable? page 303.

Points besides correct diet that are involved in nutrition.

Budget making, page 304.

Food value of fruits, page 296.

Story—"Corn," page 106.

(See bibliography, Cereals, page 393.)

Story—"Four College Boys Who Kept Strong," page 129.

Elimination, page 292.

(See bibliography, Elimination, page 394.)

Section 9

Corrective exercises, page 170.

Read directions for giving corrective exercise, page 170.

Sleep.

Poem—"The innocent sleep," page 227.

Read quotations on sleep and rest, page 224.

Points to teach about sleep, page 321.

Poem—"Motors," page 215.

Aim: To teach that prevention is better than cure.

Safety Education.

(See Industrial Accidents, page 349.)

(See bibliography, Safety, page 390.)

First Aid.

The pupils of the eighth grade should be taught the principles of First Aid. This instruction may be the means of saving life. It also helps the pupil to take care of minor cuts and accidents in an intelligent sanitary manner.

These lessons should be given two a week for three weeks or one a week for six weeks.

Start with the simple bandages.

Proceed to the more difficult lessons.

It is most desirable that these lessons be given by a physician or nurse.

(See bibliography, First Aid, page 389.)

Federal health agencies, page 383.

Aim: To teach how the government protects the health of its citizens.

Other agencies that promote health, page 384.

The care of the baby, page 242.

(This should extend over several lessons.)

The History of Medicine, page 240.

Plan a general review of the work.

Go over the health habits carefully.

Decide what advice, suggestions and information are most needed and will be most helpful to the boys and girls as they pass from this grade into a higher one or into life outside the school.

It was a wise educator who wrote long ago, "The success of the school shows in the men and women it sends into the world to take their needed places there."

Give ceremonial honor to pupils who have this year earned seats at the Round Table.

CHAPTER II

Stories

The story is a most fascinating type of lesson which offers a wholesome means of health instruction and of the training in good health habits.

The child's attention is attracted, his interest is held and his fancy is quickened because health is clothed with beauty and desirability.

The fixed and lasting impressions made by a well told story function in the daily life of the child. Facts woven into fascinating tales become his permanent possession.

Children need stories just as they need food, toys, love, laughter and play. All these represent a form of child hunger which should be satisfied.

Suggestions for Story Telling

1. Tell stories you like.
2. If you cannot tell a story read it to the children.

3. Omit tiresome details when they are found in a story.
4. Cultivate a pleasing voice. "The ear is the pathway to the heart."
5. Remember that all stories do not lend themselves well to dramatization and reproduction.

Arrangement of Stories

The stories are grouped under the general headings of Air, Cheerfulness, Cleanliness, Contentment, Exercise, Eyes, General, Good Health Habits, Helpfulness, Knighthood, Microbes, Nutrition, Posture, Rest, Right Thinking and Tuberculosis. The stories are placed in each group so that the ones suitable for the lower grades come first, with a progression to the upper grades.

I. Air

The Clove Merchant

Once there was a fat, jolly Sultan, Rasched Al Houn, who wanted every one in his country to be happy. "Be merry, my people," he said. He let a great round councillor think for him about the laws and a long slim one think about the government so

that his mind was free for joy and satisfaction.

In the valley was a clove merchant who had a serious face. His voice was low and clear, he spoke very slowly and people waited at the door of his hut to hear the soft, melodious tones. "Think, think—learn the

laws of nature," he said, "and be wise." And the people who had long followed the Sultan's teaching went away wondering.

One day the Sultan's little boy fell ill and the Sultan instantly summoned all of his thinkers. They pondered, fussed about and finally placed the child in the richest palace room on a bed of silk and down, amid heavy draperies and overpowering incense. There was a jester to amuse him, but the little boy soon died.

Then other children became ill. The frenzied parents rushed to the highest in authority, the Sultan and his thinkers, but of course the only way they knew was to keep the children amused and care for them in silken, spicy bowers, and all, even the very hardest little urchins, died.

Finally the clove merchant's child caught the disease. The poor man was stunned and he sat by his hut with his head sunk into his arms. "Go to the Sultan," said the people, but he sat very still and did not hear them.

Suddenly he entered the hut, wrapped the little boy in a great skin and gathered him up in his arms. Then he went off into the forest to an opening full of sunshine and fresh, sweet air. He swung the boy in his skin hammock between two trees and covered him well. Each morning and night he bathed the lad tenderly in a little, sun-warmed brook. He caught the goats, milked them and fed the boy also with the eggs of wild birds. One morning the child laughed aloud, and soon his father carried him home on his shoulder, triumphant.

Then the men of the village flocked to him. The Sultan, in a magnificent litter, stopped before the door of his hut and made humble obeisance. "Ola, Ola," sang one of the incense bearers. "He is the god of all knowledge."

"Yes, yes," chimed in the voices. "He knows how best to do things."

"We will follow his teachings and be wise," said the Sultan.

"And healthy," added the incense bearer.

—MILDRED EVANS—from "*The Crusader*." Copyrighted and used by permission of the Wisconsin Anti-Tuberculosis Association.

How the Holly Berry Almost Lost Its Red Cheeks

Once upon a time a bright red holly berry tipped the end of a branch on a holly bush that grew far in the Southland. The breezes, roguish, and loving the little red berry, touched and tipped its cheeks with red and the jolly sunbeams made it laugh. One day the holly berry refused to play with the winds, she paid no attention to the glances of the sunbeams; she crept under the edge of a leaf and sulked. The sunbeams came, they poked their fingers under the leaf, they sang and shone their brightest but the holly berry would not play.

For two, three, four days, Holly Berry sulked. On the fourth day, one of the sunbeams whose name was Early Morn, said to the rest, "Beam, we must do something. Holly Berry is getting pale."

"Yes, yes, but what shall we do?"

"Ask the Snowbird. He knows."

Far away, on the very top-branch of a tall pine tree could be seen a tiny speck. It was the Snowbird. The sunbeams gaily danced over the grass, glinted on this tree and that, hurried up the pine tree and shone softly on the Snowbird. A snowbird in his travels sees many happenings and knows many secrets.

"Snowbird," the sunbeams cried, "can you tell us what is the matter with Holly Berry? She stays in one corner of her leaf and she will not play with us or the wind."

"Yes, I can tell you," answered the Snowbird. "Long ago, when the Holly Berry was born, the East Wind told me that one day she would refuse to play with the winds and the sun and that day, she would begin to lose her red cheeks."

"Tomorrow is Christmas," cried Early Morn, "and the little girl who lives in the small white house next to the holly bush is going to use Holly Berry on her table. We don't want her to be disappointed. She leaves her windows open so the sunshine can get in."

The Snowbird answered, "She won't be. When Holly Berry knows that she would lose her red cheeks, she will play with you. Let's go and see her."

Over the fields, over trees, over houses that lay like little white blocks in the fields, over a river that sparkled and danced in the light of the sunbeams, flew the Snowbird with the sunbeams darting and dashing after it. The sunbeams were very excited, in their great haste, tumbling and falling over each other. Early Morn, the straightest, youngest and

most brilliant of them all, was always in the lead.

Little Holly Berry when she saw the sunbeams leave her, peeked under the leaf to see if they were coming back. I can't imagine and nobody ever told me why she did not want to play in the sun and the wind and I could never understand why she would not.

Straight to the leaf under which Holly Berry was hiding, flew the Snowbird.

"Holly Berry, Holly Berry, don't you know what day tomorrow is? Tomorrow is Christmas! Little girl needs you. Are you going to disappoint her?"

No answer.

"Holly Berry, let me tell you a story. Long ago the East Wind told me that there would come a day when the winds could no longer tip the Holly Berry's cheeks with red and when the sunbeams could not make it laugh. I did not believe him. When you were made, you grew on a beautiful green bush. The fairies made prickly edges on your leaves and called the winds and sun to make you beautiful. The East Wind, the North Wind, the South Wind, and the West Wind all came with their pots of red paint. For you must know that the winds always have on hand a large supply of red paint to paint the cheeks of boys and girls. It was this paint that they brought to make you lovely. The South Wind gave you gentleness, the West Wind brought joy, the North Wind strength and the East Wind happiness. When they had painted you, the West Wind said, "Oh, Holly

Berry, as long as you live with the winds and the sun, you will be beautiful. If there ever comes a day when you refuse to play with them, no longer will your cheeks be red, and happiness, health and strength and beauty will leave you."

Suddenly, the winds whistled, there was a great burst of sunshine and there on her holly branch, singing and shining in the sun as if she had never done otherwise, was the holly berry. She was not really a naughty holly berry. The winds dashed her cheeks with red, the sunbeams kissed her and made her laugh.

This, dear children, is the story of how the holly berry almost lost its red cheeks.

You, too, can keep red cheeks and find health, joy and happiness if you play in the sun and the wind.

—Used by permission of the Michigan State Dept. of Health

Nancy's Dream

Once upon a time a little girl named Nancy dreamed that she and her friend, Virginia, were walking together through a wood in winter. Soon they came to a high rocky cliff that rose up among the trees, and in the middle of the cliff was a cave. A red light shone out of the mouth of the cave. As they drew nearer, holding each other's hands because they were just a tiny bit frightened, they saw that a big fire was burning inside. About the fire, little figures were moving. When two or three of them came out to see who was passing, the children were not frightened any longer, for they saw that the people who lived in the cave were

little Mountain Elves. The Elves came up to Nancy and Virginia and bowed very politely, almost touching the ground with their tall, pointed caps.

"Won't you come in, pretty children," they said, "and rest by our fire? You can lie on soft couches of pine needles in the warm cave, and we will sing you to sleep with our sweet mountain lullabies."

"That sounds pleasant," said Nancy, "and it is very polite of you to ask us."

"Wait a moment, though," said Virginia. "Who are these coming?"

They all looked around, and who should come trooping through the woods but a whole party of Snow Fairies, dancing, leaping and frolicking, with little shiny crowns of snow crystals in their hair.

"Come and play with us, children," they cried, "Come out and romp in the snow. We will chase you and roll you over and pinch your cheeks with the frost, until they shine as pink as round apples in the autumn. Our hearts are as light as the snow that the wind drives before it, and we sparkle like the snow crust when the sun shines on it through the forest."

"I want to play with the Snow Fairies," cried Virginia joyously.

"No," said Nancy, "it is cold and I shall stay in the cave." This was a dream, remember. In real life Nancy and Virginia were such good friends that nothing would separate them; but in the dream Virginia went off to play with the Snow Fairies and Nancy dozed in the cave of the Mountain Elves.

Late in the afternoon Virginia and the Fairies came storming back, and the light of the sun was in their eyes and the breath of the wind was in their dancing. Virginia cried, "Oh, Nancy, we have had the most wonderful time. We have played tag among the trees on the smooth snow crust, we have coasted down the hills and built snow houses in the hollows. I never had such a beautiful day in my life. What have you done, Nancy?"

But Nancy, having done nothing at all but doze over the fire, felt dull and cross and sleepy. So when she woke up after the dream was all over, she made up her mind she would go out and play with the Snow Fairies instead of staying by the fire, when she had the chance next time.

—C.-E. A. WINSLOW, from *"Healthy Living,"* Book I. Copyright 1918 by Charles E. Merrill Company. Used by permission of the publisher.

Breath of Air

"I am only a breath of air, but I have much to do with making you well and strong.

"I go in through your nose and down inside your windpipe. When I reach your lungs I pass into a great many tiny rooms that have thin walls. Here I find the warm blood all about me.

"A part of myself, which you call oxygen, goes from me into the blood and makes it turn a bright red color. The blood is glad to get my oxygen to carry through your body.

"Some impurities of the blood come through the thin wall into me. I am cool and pure when I go into your

lungs, but when I come out, I am warm and impure.

"I am glad to get out of your close, warm lungs into the open air.

"Do not breathe me back into your lungs, for I am not fit to come near your blood. I have lost so much of my oxygen and am so full of impurities that I will make you weak and sick.

"Open the windows so that I can get out of doors, and let in some fresh air for your breath, so that you may be strong.

"So it is, that all the minutes of your life you are taking breaths like me to help in making your blood pure."

—*Cleveland School of Education, Summer Session 1920. Outline of Topic given by MINNIE C. D'ERICO.*

A Third Grade Boy's Composition on Breathing

Breathing is made of air. We breathe with our lungs, our lights, our livers and our skin—if it's not all stopped up with dust or dirt or powder. If it wasn't for our breath we would die when we slept.

Our breath keeps the life a-going through the nose when we are asleep. Our noses was made for breath and our mouths for food and to talk with.

People in a room make bad, foul, unholy, some air. They make carbonicide.

Carbonicide is poisoner than a mad dog. A heap of soldiers was in a black hole in India and a Carbonicide got into the hole and killed nearly every one before morning.

Girls and women kill the breath with corsets that squeeze the diagram. Girls can't holler or run like boys when their diagrams are squeezed too much. I'd rather run and holler and

breathe lots of air and have bright eyes and rosy cheeks and a good appetite and a good diagram.

Give me air or give me death.
—*From "Good Health."*

2. Cheerfulness

The Beautiful White Dove

Once upon a time there lived a beautiful white dove. She was so beautiful. Her feathers were always so clean and so white. They were also just as neat as neat can be. She bathed every day and brushed her feathers until they shone.

Her home was very near the home of a growly, grizzly bear. He growled and growled so loud even in play that the dove grew tired of hearing him. One day she decided to go away.

"Coo, coo," said the beautiful white dove. "I shall find another place to live, I shall find another place to live."

She flew far, far away. Finally she came to a pretty white house with green shutters. The yard was so neat, the flowers so bright that it looked like a lovely picture. But best of all was a little fair-haired girl who was playing in the yard.

"What a beautiful place to live, what a beautiful place to live," cooed the white dove.

She flew to a high tree and said, "I like this place, I like this place. I shall build my nest in the little red barn at the end of the lot."

Just then the little girl's mother came to the door and said,

"Come in dear, it is getting late."

"Boo-Hoo! Boo-hoo! I don't want to come in," cried the little girl.

The dove flew hastily away saying, "I should rather live next door to the growly, grizzly bear than a child who cries and snarls when her mother asks her to do something."

—*Adapted from an old folk tale.*

Johnny Cross

His real name was not Johnny Cross. He was called that because he was such a cross boy. Whenever anybody spoke to him, he always replied in an angry tone of voice, and he never smiled. When his mother or sisters asked him to help them he would not, but sat in a corner all day long and just sulked. None of the children in his neighborhood liked to play with him, and poor Johnny Cross was very unhappy.

One day Johnny went for a walk in the woods. After he had walked for a long time he grew tired, and sat down under a tree. He felt so miserable that he soon began to cry. Before long a pretty red robin flew from a tree and alighted on the ground in front of the boy.

"Dear Johnny Cross," began the robin. This made Johnny sit up and stare hard, because nobody else ever talked to him like that. "I've been

up in the tree top watching you," went on the robin, "and when I saw you crying, I determined to come down and help you. Johnny Cross, look at me." The boy obeyed.

"You are crying because you have no friends. You have no friends because you do not wish for any," continued the robin. "Oh, but I do," interrupted Johnny. "Oh, but you don't," corrected Robin Redbreast.

"Now listen to me. I want you to see what a silly boy you have been. Just because you have been called Johnny Cross is no reason that you will always be called Johnny Cross."

"But everybody calls me that, and I don't like it," answered the boy. "Yes, I know," said Mr. Robin. "Now you are coming for a walk with me and I'm going to show you how people act who have lots of friends. When we return you will be a different boy."

Strange to say, Johnny didn't get cross, or answer Mr. Robin in a harsh voice, but he listened carefully to every word the little creature said. Soon they started out on their walk. First of all they met Mr. Chipmunk.

"Good morning, Mr. Chipmunk," said the robin cheerily. "Oh, good morning," answered the chipmunk, in a voice just as pleasant as the robin's. "Mr. Chipmunk," said Mr. Robin, "I left some nice fat worms over in the field for Mrs. Robin and the baby robins. I have some business to attend to now and cannot go for them. Would it be asking too much of you to carry them to my nest in the oak-tree?"

"Oh, I shall be only too glad to

go," replied Mr. Chipmunk quickly. "Mrs. Robin and the baby robins will have those nice fat worms before you can wink one eye." And off scampered Mr. Chipmunk in the direction of the field.

"Why!" gasped Johnny. "He was so willing to help you. I didn't know that Mr. Chipmunk was so kind." Mr. Robin didn't say a word, but just smiled to himself.

Next they met Mrs. Meadow Lark. "Good-day to you, Mrs. Meadow Lark," cried Mr. Robin. "Come over and see us tomorrow. Mrs. Robin has some splendid ripe red cherries for you. Bring Mr. Meadow Lark so that he may carry them home."

"Oh, I shall be pleased to come," replied Mrs. Meadow Lark. "When I go over I must carry some nice soft down that I found, so that Mrs. Robin can line the nest with it. It will be nice and soft for the baby robins to lie in."

"Thank you so much, Mrs. Meadow Lark," said Mr. Robin, and with a sweet song he was on his way again. "I wish everybody wanted to help me the way these creatures in the woods help each other," said Johnny Cross.

"But you must start helping somebody else, and then people will help you," replied Mr. Robin.

They had not gone far when they met Mrs. Gray Toad. "Oh, Mr. Robin," she called out, "I was just looking for you to ask you and Mrs. Robin and the baby robins over to our party next week. All the Brown Thrushes and the Meadow Larks are

coming and we shall have a grand time. Won't you come?"

"We shall be delighted," replied Mr. Robin. "By the way, Mrs. Gray Toad, will you take some nice spring water over to Mrs. Meadow Lark's tomorrow? The spring near their nest is dry, and the little meadow larks are thirsty."

"Oh, I'll go right now," answered Mrs. Gray Toad. "Those dear little meadow larks mustn't be thirsty another minute." And off hopped Mrs. Gray Toad to help the little meadow larks.

Mr. Robin looked at the sun. "It's nearly dinner time," he said to Johnny Cross, "we must turn back. What do you think of my friends in the woods?" "Oh," said Johnny, "I never knew that creatures could be so kind to one another. Everybody seems to be waiting for a chance to help everybody else. And they are all so cheerful about helping."

"Yes, and that is just what you are going to do. You are going to begin this very minute," Mr. Robin said. "When you speak to people be sure you speak pleasantly. Don't be afraid to smile. And just see how many times in every hour of the day you can help somebody. I'm not going to call you Johnny Cross any more, because I know you've already changed." Then away flew Mr. Robin, singing another song.

Johnny went home, smiling all the way. When he got home he chopped some wood for his mother, and brought an armful of sticks into the house, whistling as he did so. Then he fixed his sister's doll, which she was crying over. After that he

went into the barn and made a fine kite for Ned Lee, the boy next door.

Day after day, Johnny spent his time helping others. Soon he had as many friends as Mr. Robin, and he grew happier and happier. Of course everybody wondered at the change that had come over Johnny, but no one ever called him Johnny Cross again, because that could no longer be his name.

—RUTH IRMA LOW from *"In Storyland"* used by permission of Small, Maynard & Company.

The Health Teaching of the Master

He taught that Health is more precious than Things. He was an outdoor Man most of all. The greater part of His teaching was done not in temples but along the shores of the lake. He would not sleep indoors apparently if He could slip away to the mountain and lie down under the stars.

There were happiness and laughter where He went. Men forgot the little things in the wholesome joy of living. In His greatest burden and anxiety He was never too burdened nor too busy to be kind.

On these fundamentals true success is built on Health, on Happiness and on Kindness. Few learn the lesson soon enough but that makes the lesson no less true.

—Extract from an editorial in *"Collier's Weekly,"* Dec. 1920.

Cheery People

Oh, the comfort of them! There is but one thing like them—that is sunshine. It is the fashion to state the

comparison the other end foremost,—to flatter the cheery people by comparing them to the sun. I think it is the best way of praising the sunshine, to say that it is almost as bright and inspiring as the presence of the cheery people.

That the cheery people are brighter and better even than sunshine is very easily proved; for who has not seen a cheery person make a room and a day bright in spite of the sun's not shining at all,—in spite of clouds and rain and cold all doing their best to make it dismal?

In fact, I believe cheery people and the sun always will be such good friends, and work so steadily together for the same ends, that there is no danger of either's grudging the other the credit of what has been done. The more you think of it, the more you see how wonderfully alike the two are.

The sun on the fields makes things grow—fruits and flowers and grains. The cheery person in the house makes everybody do his best,—makes the one who can sing feel like singing, and the one who has hard work to do feel like shouldering it bravely and having it over with. The music, the mirth and the work in the house, are they not like the flowers and fruits and grains in the fields?

The sun makes everybody glad. Even the animals run and leap, and seem more joyous when it shines out. No human being can be so cross-grained, or so ill, that he does not brighten up a little when a great broad, warm sunbeam streams over him and plays on his face.

It is just so with a cheery person. His simple presence makes even animals happier. Dogs know the difference between him and a surly man. When he pats them on the head and speaks to them, they jump and run about him just as they do in the sunshine.

When the cheery person comes into the room where people are ill, or out of sorts, or dull and tired, they brighten in spite of themselves, just as they do when a sudden sunbeam pours in,—only more so. We often see people so ill they do not care whether the sun shines or not, or so unhappy that they do not even see whether the sun shines or not; but I have never yet seen anybody so unhappy or so ill that the voice and face of a cheery person would not make him brighten a little.

If there were only a sure and certain recipe for making a cheery person, how glad we all would be to try it! How thankful we all would be to do good like sunshine! to cheer everybody and help everybody along,—to have everybody's face brighten the minute we came in sight! Why, it seems to me that there cannot be in this life any pleasure half so great as this would be.

Men who have done things which have made them famous, such as winning great battles or filling high offices, often have what are called "ovations." Hundreds of people get together and make a procession, perhaps, or go into a great hall and make speeches, all to show that they recognize what the great man has done. How much greater a thing it

would be for a person to have every man, woman, and child in his own town know and love his face because it was full of kindly good cheer! Such a person has a perpetual "ovation," year in and year out, whenever he walks on the street, whenever he enters a friend's house.

I said if there were only a recipe—a sure and certain recipe—for making a cheery person, we would all be glad to try it. There is no such recipe, and perhaps if there were, it is not quite certain that we would all try it. It would take time and trouble. Cheeriness could not be taught, like writing, "in twenty lessons."

I believe that it is, in the outset, a good gift from God at one's birth, very much dependent on one's body, and a thing to be more grateful for than all that genius ever inspired, or talent ever accomplished. This is natural, spontaneous cheeriness. Next best to this is deliberate, intended, and persistent cheeriness, which we can create, can cultivate, and can foster and cherish. To do this we have only to watch the cheeriest people we know, and to follow their example.

We shall see, first, that the cheery person never minds—or if he minds, never says a word about—small worries, vexations, perplexities. Second, that he is brimful of sympathy in other people's gladness. He is heartily glad of every bit of good luck or joy which comes to other people.

Thirdly, he has a keen sense of humor, and never lets any droll thing escape him. He thinks it worth

while to laugh at every amusing thing, no matter how small; he has his laugh, a good hearty laugh too, and tries to make everybody share it. Patience, sympathy, and humor,—these are the three best traits in the cheery person.

But there is something else, which is more an emotion than a trait, more a state of feeling than a quality of mind. This is lovingness. This is the secret, so far as there is a secret; this is the real point of difference between the mirth of the witty and sarcastic person, which does us no good, and the mirth of the cheery person, which "doeth good like a medicine."

Somebody once asked a great painter, whose pictures were remarkable for their exquisite and beautiful coloring, "Pray, Mr. —, how do you mix your colors?"

"With brains, madam—with brains," answered the painter. He spoke the truth. All men had or might have had the colors he used; but no man produced the colors he produced.

So I would say of cheeriness. Patience, sympathy, and humor are the colors; but patience may be mere doggedness, sympathy may be wordy, shallow and selfish, and humor may be only a sharp perception of the ridiculous. Only when they are mixed with love—love, three times love—do we have the true good cheer of genuine cheery people.

—HELEN HUNT JACKSON, in *"Story Book Treasures,"* by Clara Murray. Used by permission of Little, Brown & Co.

3. Cleanliness (Hands)

Billy Boy

Billy Boy had been playing in the field all morning. He was hungry and ran to the house for some sugar cookies.

"Please mother, I should like two of them to take with me to the pasture."

"Take them, little son, but be sure to wash your hands before you touch them."

Now Billy Boy usually minded his mother because he loved her dearly but today he was in such a hurry that he forgot.

He hurriedly took the two cookies and ran back to the pasture where he had piled high a fortress of leaves. He sat on the cushiony walls and contentedly ate them. The warm sun shone on him and he nestled closer down in the leaves.

His pet pussy cat came slowly down the path.

"Come and sit with me, Gray Pussy, sing to me and purr a story for me."

"Indeed, I shall not," said Gray Pussy. "Your face is dirty and you didn't wash your hands before you ate. Oh, no, no, I like to stay with little boys who wash their hands and faces."

She walked away, jumped up on the fence and began to wash her face with her paws.

Gallop and trot, gallop and trot, came a little black pony down the path.

"Why, little Black Pony, where



have you been? Do stop and play with me."

"Not today," said little Black Pony, "it is nearly dinner time and I am hungry but I do want a drink before I eat. I always drink water before I eat if I can get it. Good-bye."

And he galloped merrily along down the path.

Just then a Scotch collie came marching along.

"Stop and play with me, Collie Dog," said Billy Boy.

"Not today," said Collie Dog. "There are so many things I must do to help others. Drive the cattle home, look after the sheep, keep the pigs away from the apple barrel your father had to leave in the orchard. No, Billy Boy, it is more fun to help others today. Some other time I will play with you."

Bang! Billy Boy tumbled over backward and laughed. He had been asleep on his leaf fortress and the

animals hadn't really talked to him at all.

But as he went to the house he said: "Gray Pussy, I will wash my hands before I eat; Black Pony, I will remember to drink a glass of water before my meals, and Gray Collie, I want you to know I am going in right now and ask mother to let me help her."

And he did.

—THERESA DANSDILL.

Hated Cold Water

If you had seen Freddy and Joe Hall paddling in the pasture brook, or in the mud-puddles after a shower, you would have thought that they were boys who liked the water. But had you seen them when their mother told them to wash their faces, you would have had a very different opinion.

They would groan and grumble. Freddy said: "I just hate cold water! I don't see why folks want to be so particular about their hands and faces."

Joe whiningly said: "I'll be so glad when I'm a man, then I'll *never* wash my hands and face nor clean my finger nails."

One day Mrs. Hall said: "Boys, I am going to offer a reward. The boy who will wash his face and comb his hair every morning for one month, without being told to do so, can go to grandmother's and visit for a week."

You should have seen the boys jump and caper.

"I'll do it, I'll do it sure!" they both exclaimed.

Boys know that it means a great deal to visit at grandmother's. It means that they will be petted and humored and fed on sweetmeats. And these two boys felt that nothing less than such a reward would have paid them for such an arduous month; for neither of them failed one morning. They won their reward fairly, and both boys went on the visit.

When the boys told their grandmother how it was that they came, she wore a very grave countenance. "My little boys," she said, "can it be possible that you do not wash your faces and hands without being told or hired? I am really ashamed of you. To think of your giving your busy mother so much trouble! Why, such boys are not worth making pies and cookies for."

The morning the boys left their grandmother said: "When I see you again, boys, I shall want to know whether you have got out of your babyhood or not."

The boys understood, and Fred said: "Grandmother, you needn't be ashamed of us any more, for mamma will never have to tell us to wash our faces again."

—*"The Foolish Fox," copyrighted and used by permission of the A. L. Burt Co.*

4. Cleanliness (General)

Dust Under the Rug

There was once a mother, who had

two little daughters; she was very poor, and she worked diligently all

the time that they might be well fed and clothed. She was a skilled worker, and found work to do away from home, but her two little girls were so good and so helpful that they kept her house as neat and as bright as a new pin.

One of the little girls was lame, and could not run about the house. She sat still in her chair and sewed, while Minnie, the sister, washed the dishes, swept the floor, and made the home beautiful.

Their home was on the edge of a great forest. After their tasks were finished the little girls would sit at the window and watch the tall trees as they bent in the wind, until it would seem as though the trees were real persons, nodding, bending and bowing to each other.

In the Spring there were the birds, in the Summer the wild flowers, in the Autumn the bright leaves, and in Winter the great drifts of white snow. The whole year was a round of delight to the two happy children. But one day the dear mother came home ill; then they were all sad. It was Winter, and there were many things to buy. Minnie and her little sister sat by the fire, talked it over, and at last Minnie said:—

"Dear sister, I must go out to find work, before the food gives out." So she kissed her mother, put on her wraps, and started from home. There was a narrow path leading through the forest. She determined to follow it until she reached some place where she might find work she wanted.

As she hurried on, the shadows grew deeper. The night was coming

fast when she saw before her a very small house, which was a welcome sight. She made haste to reach it, and to knock at the door. Nobody came in answer to her knock. When she had tried again and again, she thought that nobody lived there. She opened the door and walked in, thinking that she would stay all night.

As soon as she stepped into the house, she started back in surprise; for there before her she saw twelve little beds with the bedclothes all tumbled, twelve little dirty plates on a very dusty table, and the floor of the room so dusty that I am sure you could have drawn a picture on it.

"Dear me!" said the little girl, "this will never do!" And as soon as she had warmed her hands, she set to work to make the room tidy.

She washed the plates, she made the beds, she swept the floor, she straightened the great rug in front of the fireplace, and set the twelve little chairs in a half circle around the fire. Just as she finished, the door opened and in walked twelve of the queerest little people she had ever seen. They were just about as tall as a carpenter's rule, and all wore yellow clothes. When Minnie saw this, she knew that they must be the dwarfs who kept the gold in the heart of the mountain.

"Well!" said the dwarfs all together, for they always spoke together and in rhyme,

"Now isn't this a sweet surprise?
We really can't believe our eyes!"

Then they spied Minnie, and cried in great astonishment:—

"Who can this be, so fair and mild?
Our helper is a stranger child."

Now when Minnie saw the dwarfs, she came to meet them. "If you please," she said, "I am little Minnie Grey. I'm looking for work because my dear mother is sick. I came in here when the night drew near." Here all the dwarfs laughed, and called out merrily:—

"You found our room a sorry sight,
But you have made it clean and bright."

They were such dear funny little dwarfs! After they had thanked Minnie for her trouble, they took white bread and honey from the closet and asked her to sup with them.

While they sat at supper, they told her that their fairy housekeeper had taken a holiday, and their house was not well kept, because she was away.

They sighed when they said this; and after supper, when Minnie washed the dishes and set them carefully away, they looked at her often and talked among themselves. When the last plate was in its place they called Minnie to them and said:—

"Dear mortal maiden will you stay
All through our fairy's holiday?
And if you faithful prove, and good,
We will reward you as we should."

Now Minnie was much pleased, for she liked the kind dwarfs, and wanted to help them, so she thanked them, and went to bed to dream happy dreams.

Next morning she was awake with the chickens, and cooked a nice breakfast. After the dwarfs had left, she cleaned up the room and mended the dwarf's clothes. In the evening when the dwarfs came home, they found a bright fire and a warm supper waiting for them. Every day Minnie worked faithfully until the last day

of the fairy housekeeper's holiday.

That morning, as Minnie looked out of the window to watch the dwarfs go to their work, she saw on one of the window panes the most beautiful picture she had ever seen.

A picture of fairy palaces with towers of silver and frosted pinnacles, so wonderful and beautiful that as she looked at it she forgot that there was work to be done, until the cuckoo clock on the mantel struck twelve.

Then she ran in haste to make the beds, and wash the dishes. Because she was in a hurry she could not work quickly, and when she took the broom to sweep the floor it was almost time for the dwarfs to come home.

"I believe," said Minnie aloud, "that I will not sweep under the rug today. After all, it is nothing for dust to be where it can't be seen!" So she hurried to her supper and left the rug unturned.

Before long the dwarfs came home. As the rooms looked just as usual, nothing was said; and Minnie thought no more of the dust until she went to bed and the stars peeped through the window.

Then she thought of it, for it seemed to her that she could hear the stars saying:—

"There is the little girl who is so faithful and good"; and Minnie turned her face to the wall, for a little voice, right in her own heart, said:—

"Dust under the rug! dust under the rug!"

"There is the little girl," cried the stars, "who keeps home as bright as star-shine."

"Dust under the rug! dust under

the rug!" said the little voice in Minnie's heart. She could bear it no longer. So she sprang out of bed, and, taking her broom in her hand, she swept the dust away; and lo! under the dust lay twelve shining gold pieces, as round and as bright as the moon.

"Oh! oh! oh!" cried Minnie, in great surprise; and all the little dwarfs came running to see what was the matter.

Minnie told them all about it. When she had ended her story, the dwarfs gathered lovingly around her and said:—

"Dear child, the gold is all for you,
For faithful you have proved and true;
But had you left the rug unturned,
A groat was all you would have earned.
Our love goes with the gold we give,
And oh! forget not while you live,
That in the smallest duty done
Lies wealth of joy for every one."

Minnie thanked the dwarfs for their kindness to her; and early next morning she hastened home with her golden treasure, which bought many good things for the dear mother and little sister.

She never saw the dwarfs again; but she never forgot their lesson, to do her work faithfully; and she always swept under the rug.

—From "*Mother Stories*," by MAUD LINDSAY, used by permission of the Milton Bradley Company.

Mrs. Fly and Mrs. Mosquito Decide to Leave Cleanville

One evening in midsummer Mrs. Mosquito was sitting on the wall of the barn, just under the eaves where it is warm and pleasant. All at once there was a great buzzing. Mrs. Fly came flying along and settled

down beside her, very much hurried and out of breath.

"Good evening, my dear. You seem a little flustered," she said to the newcomer politely. "Is anything the matter?"

"Everything is the matter, indeed," replied Mrs. Fly in a tone of bitter disgust. "I have just been chased out of the house by a little girl with a fly-killer. I don't mind that so much, because she never could get near me. I took care of that. But inside the house every single bit of food was covered so that I could get nothing to eat. The lid was on the sugar bowl and a napkin over the top of the cream pitcher."

"It's too bad," Mrs. Mosquito answered feelingly. "I have had a hard time, too. I have been looking all day for a good place to lay my eggs so that my babies could grow up happily, and if you will believe it, I could not find a single one. The swamp behind the barn has been drained, and there is a tight cover on the rain barrel. Those wretched Boy Scouts have even taken away the old tins by the fence at the end of the orchard, which used to be full of water after every rain. Life is very difficult nowadays."

"Yes, and it's all the fault of those same Boy Scouts," broke in her friend, still bursting with indignation. "They found some of my brothers and sisters feeding quietly and peaceably in the manure pile. They told their father about it, and now he keeps the manure in a tight bin. They have cleaned up the rubbish pile at the end of the garden. Mrs. Mosquito, this is no place for a poor

insect to get a living any longer. Let us move to the next town and see if things are not better there."

"I believe you are right," said Mrs. Mosquito. "I believe you are right. Cleanville has no attraction for insects any longer. We will leave it to the human beings, and we will carry our malaria and typhoid germs to some other place, where the people are kinder and more hospitable."

So they flew off together through the twilight; but everybody else in Cleanville said that the Boy Scouts had been doing a good summer's work.—C.-E. A. WINSLOW, *from "Healthy Living," Book I. Copyright, 1918, by Charles E. Merrill Co.*

Story of the Cotton Baby

Way down in my warm cradle, I could hear the raindrops play, the breezes sing their soft lullabies and could feel the warm fingers of the many bright sunbeams as they caressed my brown cozy cradle.

One bright sunny day in our Southland my cradle seemed too small for me, so when the breezes rocked me quietly to and fro—my cradle snapped open and behold! What a beautiful white world I could see. Many, many little sisters and brothers half awakened that morning and I could hear the breezes sigh, "My, what thousands of soft, white fat babies in this great cotton field."

Yes, soft white fat babies but we all had a service in this great world. Soon we were plucked from our cradle, packed tightly together and sent for our first cleaning and combing.

It seemed as if at some time I had heard that all babies had a bath the very first thing in this wonderful world. Why not? Who wants anything near them that is dirty or untidy? My! what a combing I had—you never would believe how many hard snarls came out. Some one called them cotton seeds but whatever they were I looked far more beautiful and felt more comfortable without them.

Very soon I became very long and thin indeed. If you please, I was now called cloth—oh! such fine cloth—so fine that I am your very best handkerchief. Do you know, my little friends, why I wanted to be a handkerchief? I shall tell you.—What little child can be without one? What big man or woman can be clean and healthy without one? Without handkerchiefs every one in this great big world would so many times be uncomfortable. So you see, my little friends, I chose a life of service. I became a friend to Health and a necessary friend to every big and little child in this wonderful world of ours.

—FLORENCE A. POWELL, *Cleveland School of Education. Used by permission of the Author.*

5. Cleanliness (Bathing)

How the Singing Water Got to the Tub

Once there was a little singing

stream of water. It sang whatever it did. And it did many things from the time it bubbled in the far-away

hills to the time it splashed into the dirty little boy's tub.

It began as a little spring of water. Then the water was cool as cool could be for it came from the deep cool earth all hidden away from the sun. It came into a little hollow scooped out of the earth and in the hollow were tiny pebbles. Right up through the pebbles bubbling and gurgling it came. What do you suppose the water did when the little hollow was all full? It did just what water always does, it tried to find a way to run down hill! One side of the little hollow was lower than the others and here the water spilled over and trickled down. This is the song the water sang then:

"I bubble up so cool
Over the edge I spill
Into the pebbly pool
And gallop down the hill."

So the water became a little stream and began its long journey to the little boy's tub. Always it wanted to run down—always down, and as it ran, it tinkled this song:

"I sing, I run,
In the shade, in the sun,
It is always fun
To sing and to run."

Sometimes it pushed under twigs and leaves. Sometimes it made a big noise tumbling over the roots of trees. Sometimes it flowed all quiet and slow through the long grasses in a meadow. Once it came to the edge of a big rock and over it went, splashing, crashing, dashing and making a fine, fine spray.

It sang to the little birds that took their baths in the spray. The little birds ruffled their feathers to get dry and sang back to the little brook. It

sang to the bunny rabbit who got his whiskers all wet when he took a drink. It sang to the mother deer who always came to the same place and licked up some water with her tongue. To all of these and to many more little wild wood things the little brook rippled its song:

"I sing, I run,
In the shade, in the sun.
It is always fun
To sing and to run."

But to the fish in the big dark pool under the rocks it sang so softly, so quietly that only the fishes heard.

Now all the time that the little brook kept running down hill, it kept getting bigger. For every once in a while it would be joined by another little brook coming from another hill-side spring. Of course, the two of them were twice as large as each had been alone. This kept happening until the stream was a small river,—so big and deep that the horses could not ford it any more. People built bridges over it and this made the small river feel proud. Little boats sailed in it too, canoes, sail boats and row boats. Sometimes they held a lot of little boys who jumped into the water, splashed and laughed and splashed and laughed.

At last the river was strong enough to carry great gliding boats, with deep, deep voices. "Toot," said the little boats, tootoot-tooooooooot!"

Now the song of the river was low and slow as it answered the song of the boats:

"I grow and I flow
As I carry the boats,
As I carry the boats of men."

After the river had been running down hill for ever so long, it came to

a place where the banks were very high and steep on each side of it. Here something happened. The river was stopped by an enormous wall. The wall was made of stone and cement and it stretched right across the river from one bank to the other. The little river couldn't get through the wall so it just filled behind it. It filled and filled until it found that it had spread out into a real little lake. Only the people who walked around it called it a reservoir.

In the wall was just one opening down near the bottom. What do you suppose that led to? A pipe! But the pipe was so big that an elephant could have walked down it swinging his trunk. Only of course there wasn't any elephant there.

Now the river didn't like to have his race down hill stopped. So he began muttering to himself:

"What shall I do, oh, what shall I do?
Here's a big dam and I can't get through,
Behind the dam I fill and fill
But I want to go running, down the hill!
If the pipe at the bottom will let me through
I'll run through the pipe! That's what I'll do!"

So he rushed into the pipe as fast as he could for there he found he could run down hill again! He ran and he ran for miles and miles. Above him he knew there were green fields, trees, cows and horses. These were the things to which he sang before he rushed into the pipe. After a long time he knew he was under something different. He could feel thousands of feet scurrying this way and that. He could feel thousands of horses pulling carriages, wagons and trucks. He could feel cars, sub-

ways, engines;—he could feel so many things crossing him that he wondered they did not bump each other. Then he knew he was under the Big City.

Again something queer happened. Every once in a while a pipe would go off from the big pipe. One of these pipes turned into a certain street, then a still smaller pipe turned off into a certain house and a still smaller pipe went right up between the walls of the house. In this house lived the dirty little boy.

The water flowed into the street pipe, then it flowed into the house pipe and then, what do you think? It went right to that pipe between the walls of the house! For you see the top of that dirty little boy's house is not nearly as high as the reservoir on the hill where the water started. The water can run up just as high as it has run down.

In the bathroom was the dirty little boy. His face was dirty, his hands were dirty, his feet were dirty and his knees—oh! his knees were very, very dirty. This very dirty little boy went over to the faucet and slowly turned it. Out came the water splashing, crashing and dashing.

"My! but I need a bath tonight," said the dirty little boy as he heard the water splashing in the tub. The water was still the singing water that had sung all the way from the far-away hills. It sang a bubbling song when it gurgled up as a spring. It sang a tinkling song as it rippled down hill as a brook. It crooned a flowing song when it bore the talking boats. It muttered, throbbed and sang to itself as it ran through the big, big pipe. Now as it splashed into the

dirty little boy's tub it laughed and sang this last song:

"I run from the hill,—down, down, down,
Under the street of the town, town, town.
Then in the pipe, up, up, up,
I tumble right into your tub, tub, tub."

And the dirty little boy laughed and jumped into the Singing Water.

—By permission, from "*Here and Now Story Book*," by Lucy Sprague Mitchell. Published and copy-right by E. P. Dutton & Co.

Taking a Bath in Finland

When the boys in Finland want to take a bath this is the way they do it:

In the first place, it is very, very cold in Finland, and the bathroom is not in the house at all, but in a building quite separate.

It is a round building, about the size of an ordinary room. There are no windows, so light and air can come in only when the door is open.

Inside, benches are built all along the wall, and in the center is a great pile of loose stones. Early in the morning wood is brought in, and a great vessel standing near the stones is filled with water. Then some one cuts ever so many birch switches, and

these are placed on the floor of the bath house. Next, the fire is made under the stones, and it burns all the morning. In the afternoon, when the stones are very hot, the fire is put out, the place is swept clean and all is ready.

The boys undress in their houses, and run to the bath house. As it is generally thirty degrees below zero, you may be sure they do it in double-quick time.

As soon as they are in the bath house, they shut the door tight, and begin to throw water on the hot stones. This, of course, makes the steam rise. More water is thrown on and there is more steam, until the place is quite full.

Now comes the part that I think you boys would not like at all. Each boy takes a birch switch and falls to whipping his companions. This is to make the blood circulate, and, though it is a real hard whipping, no one objects, but all think it great fun. At last, looking like a lot of boiled lobsters, they all rush out, have a roll in the snow, and run for home.
—Reprinted from and used by permission of *Little Folks Magazine*.

6. Cleanliness (Teeth)

The Brushes' Quarrel

Once upon a time a little girl thought she was waked up one night by a noise of voices in the kitchen. It seemed to her that she pushed the kitchen door open softly and that this was what she saw and heard.

The moonlight was shining brightly through the kitchen window, and sitting in a ring on the floor were

all the brushes and brooms in the house. They were having a vigorous argument as to which one ought to be king. The broom was presiding at the meeting, because he was biggest; but it had been agreed that the one that was most useful in the household ought to be the king, and each was presenting arguments why he should be the one.

The hearthbrush declared that ashes from the fireplace made more dirt in the house than everything else put together, and that his work of keeping them back on the hearth and preventing them from being blown about was the most important thing a brush could possibly do.

Mr. Broom, the chairman, put in his word. "There is nothing at all in the Hon. Mr. Hearthbrush's claim." (The broom was always very formal and polite.) "The open fires are only lighted in certain rooms and at certain times; but there is dirt in the house always and everywhere. I am the one who has to keep it clean from attic to cellar, in July as well as in January, and my work is therefore most important of all."

The bottle brush and the sink brush applauded this (by rubbing their bristles against each other); but the clothesbrush jumped into the center of the circle, very much excited, and gave the discussion a somewhat new direction. "It is true that Temporary Chairman Broom probably moves more dirt in a year than all the rest of us put together," he said, "but I claim it is quality of work, not quantity, that ought to count. Mr. Broom is trusted for the heavy work of cleaning floors and stairways, but when they want a really good job done, when they want the clothes they wear to be spic-and-span, they call on me."

"There is a great deal in what Brother Clothesbrush has said," interrupted a handsome silver-mounted hairbrush, "but his argument counts much more for me than it does for himself. The clothes are more im-

portant than the carpets, but the head is more important than the clothes, and I have by far the greatest work of all to do."

There was silence for a moment, and it almost looked as if the hairbrush would carry the day. Suddenly a tiny little figure ran out into the moonlight, and a high squeaky voice cried out, "Wait a bit, wait a bit, until you have heard a plea from me, the Toothbrush. The clothes are more important than the carpet, and the head than the clothes, I agree. But the inside of the head is far more important than the outside."

"If Mr. Clothesbrush or Mr. Hairbrush is neglected," he went on, "our masters and mistresses will look untidy, but they will not get ill; while if I were not used, there would be toothache and misery and illness as a result. I am the one who ought to be king of the brushes."

There was a great hubbub and noise, some taking little Mr. Toothbrush's side and some opposing him; but just then the dreamer woke up and never knew who was finally chosen king.

—C.-E. A. WINSLOW, from *"Healthy Living,"* Book I. Copyright, 1918, by Charles E. Merrill Co.

Magic Pearls

Once upon a time there was a little boy and a little girl. What do you think their names were? I will whisper it to you some day when we are alone. They lived in a country ruled by a good and great king who loved nothing more than to be generous and kind to all the children in his kingdom.

One day the king gave them two

beautiful boxes and told them what they must do with them. "Here is a box," said the king, "inside of which you will find twenty perfect, white pearls. They are not very large but they are wondrous precious. You must guard them very, very carefully because you never can have any more just like them. Here they are, safe in this box, but I must tell you a strange thing about them. They are yours if you value them and care for them until I come. When I think that you are too large a boy and girl and are ready for another gift, I shall come again.

"If you neglect them and forget all I have told you, you will lose your precious pearls. Sometimes you will not know when one goes. Crying will not put it back in the box once it gets out. If these magic pearls are allowed to get unclean they disappear never to be found again. So you see why you must be very careful, and, I hope that when I come you will have them all safe and beautiful for me. You may look at them as often as you please—and *you cannot keep them too clean!* Every day and many times a day you may look at them and think that these beautiful pearls are yours."

Then the king went away. The children were so happy and proud that they showed their pearls to every one who would stop to look. After the newness wore off, they did not show them so often, but they took good care of them and looked at them every day. They polished them and kept them bright and beautiful. It was a pleasure to see the beautiful pearls. But when they went to school, they were very busy. Play-

ing took so much time, that they began to neglect the pearls. Oh, they didn't mean to, but between work and play the minutes and hours slipped away so fast that there really seemed to be no time left to care for the pearls. One day they happened to glance in the box. The pearls had lost their beautiful shining whiteness and had turned yellow! How frightened they were, how they rubbed and polished, but they refused to look as they had before. Then for several days they remembered to clean the pearls beautifully until the day the boys and girls had a picnic. On that day they forgot. The next day they had to pick up apples and they were too tired to bother.

Before long they found one of them black and although they cried and polished it was too late and the next time they looked in the boxes, that one was gone. How badly they felt, how miserable they were; what should they say to the kind king! For a while things went better until they became careless again and very soon six of the pearls were gone! How they did hunt for them and when they found two, they tried sticking them in the box, but they just wouldn't go in.

One day when the boxes were almost empty, the king came and asked to see them. How ashamed the children were when they saw the king open them and sorrowfully shake his head. "Children," said he, "it will be a whole year before you can have your new and last box of pearls. If you couldn't take care of your first gift what will you do with the new and last gift? If you had cared for this one you would not have a whole

year ahead of you with an almost empty box. How fine it would have been if you had kept your pearls until the new ones were ready! When you are a man and woman you probably will not have one of the new ones left. You will go around begging other people to please give you just one from their boxes, but they won't be able to. This year while you are without your pearls you must think every day that when you get the new ones, you will not forget to polish them *every single day*."

The children felt sorry and ashamed because for a whole year, when people saw the box where the pearls should have been they knew that it belonged to a little boy and girl who had forgotten to polish and care for their precious pearls every day. But they resolved sincerely to do better when they received his second gift.

Children, you have twenty beautiful, white, pearly teeth and if you do not remember them every day you will have exactly the same thing happen to you. You will not like it at all if you have to appear for a year with all your front teeth gone! How funny you would look, but if you keep them well brushed with dental cream the first ones will not fall out until the second ones are ready to come in. If you lose the second ones, do you know what happens?

There, pass along this fairy tale
To other boys and girls
So they will learn to cherish and
Protect their precious pearls.

—MARIAN A. GOODYEAR—Used by
permission of *The Colgate Co.*

Old Grouchy Man Toothache

Old Grouchy Man Toothache called his helpers to him one sunny morning in April.

"Why don't you let me into Teddy Boy's mouth?" he said. "I have been waiting here a long, long time and you just won't pound a hole in any of his teeth. You know quite well I cannot enter if there are no holes there. Why do you not use your mallets and chisels? Tell Me!"

He looked so fierce and scowling that all his helpers were scared. But the bravest one replied, "We have tried to make a place for you, Mr. Toothache. Every day for a month we hop into his mouth and rest on tiny particles of food that have lodged between his teeth, his gums or tongue."

"Good! Good!" said Old Grouchy Man Toothache; "that is fine but why don't you stay?"

"Alack and alas," said his helper. "Just when we think we can make a start he pushes in a fierce bristly tooth brush. And how he does brush. Me, oh my, up and down, up and down, over and across, round and round, the tops, the tongue, the gums, why we couldn't find a lodging place if we tried ever so hard.

"Once we thought sure we could stay. Teddy Boy came home rather late for him. He was sleepy, tired and could hardly wait to get in bed. How we laughed and danced in glee.

"Now we can stay," we cried. "We will wedge in tight between two of his back teeth. We will hide so snug, stay so close that he never can find us in the morning. In a

little while Old Grouchy Man Toothache can come, whoopee!"

"Yes, but why did I not come? Why did you not send for me?" said Old Grouchy Man Toothache.

"Ah, we could not," said his helpers. "He had snuggled down in bed, was nearly asleep, when suddenly he sat up, climbed out of bed, put his rosy toes into his little, red bedroom slippers and pattered swiftly down the hall."

"What is it, son?" said his mother.

"I forgot to brush my teeth, mother. Miss Johnson told us we must brush them always before going to bed, because the small particles of food there might be a resting place for Old Grouchy Man Toothache's helpers. Besides our class has the best record for keeping our teeth

clean of any one in school and I want to help keep it so."

"Who is Miss Johnson?" said Old Grouchy Man Toothache.

"Oh she is a girl who takes care of the children in school. We do not know whether she is a nurse or a school teacher, but she surely keeps us from staying very long in Teddy Boy's mouth!"

"Just our luck," said Old Grouchy Man Toothache. "We might just as well give up and go to some school where there is no nurse or where the teacher doesn't care whether we get in or not! We never will get in here."

So Old Grouchy Man Toothache and his helpers trudged away to find a school where it would be easy to enter.

—THERESA DANSILL.

7. Contentment

The Discontented Pig

Ever so long ago, in the time when there were fairies, and men and animals talked together, there was a curly-tailed Pig.

He lived by himself in a house at the edge of the village, and every day he worked in his garden. Whether the sun shone or the rain fell he dug, hoed and weeded, turning the earth around his tomato plants, and loosening the soil of the carrot plot, until the fame of his vegetables traveled through seven counties, and each year he won a prize at the royal fair.

But after a time this pig grew tired of the endless toil.

"What matters it if I do have the finest vegetables in the kingdom," he

asked himself, "since I must work from morning until night to raise them? I shall go out in the world and look for an easier way to earn my living."

So he locked the door of his house, shut the gate of his garden, and started up the road.

A good three miles the little Pig traveled until he came to a cottage almost hidden in a grove of trees. Lovely music sounded around him, and he smiled, for he had an ear for sweet sounds.

"I will try to find the source of that music," he thought, following the direction from which it seemed to come.

Now it happened that in that cot-

tage lived Thomas, a cat who made his living by playing on the violin. Little Pig saw him standing there in the door, pushing the bow back and forth across the strings of his violin. It put a thought into the Pig's head. Surely, this must be an easier way of earning one's living than digging in a garden, and pleasanter, too.

"Will you teach me to play the violin, Friend Thomas," asked the little Pig.

Thomas looked up from his bow and nodded his head.

"To be sure," he said, "only do as I am doing."

He gave the little Pig the bow and the fiddle, and the Pig began to saw, oh, squeak, quang! No sweet music fell upon his ear. The sounds he heard were like the squealings of his baby brother pigs when a wolf was near the house.

"Oh," he cried, "This is not music!"

Thomas, the cat, nodded his head. "Of course not," he said. "You haven't tried enough. He who would play the violin must work, and work hard."

"Then I think I will look for something else," little Pig said, "because I find this as hard as digging in my garden." He gave back the bow and fiddle, and started along the road.

He walked on and on until, at last, he came to a hut where lived a Dog who made cheese. He was kneading and moulding the curd into cakes, and the Pig thought that it looked very easy.

"I have decided to go into the cheese business myself," he said, and

he asked the Dog if he would teach him the trade.

This the Dog was quite willing to do. A moment later the Pig was working beside him. But soon he grew hot and tired, and stopped to rest and fan himself.

"No, no!" exclaimed the Dog. "You will spoil the cheese. There can be no rest until the work is done."

Little Pig opened his beady eyes in amazement. "Indeed," he replied, "then this is just as difficult as raising vegetables or learning to play a violin. I must go on and look for something easier." Again he started on the road.

On the other side of the river, in a sweet, green field, a man was taking honey out of beehives. The little Pig saw him as he crossed the bridge, and he thought that he had seldom seen any trade that would suit him better than this. It must be wonderfully pleasant there in the meadow among the flowers. Honey was not heavy to lift, and ever so often he could stop to take a taste. The little Pig ran as fast as he could to ask the Beeman if he would take him into his employ.

This plan pleased the man as much as it did little Pig.

"I've been looking for a helper for a year and a day," he said. "Begin work at once."

He gave the Pig a veil and a pair of gloves, telling him to fasten them on well. Then he told him to lift the honey-comb out of a hive.

The little Pig ran to do it, twisting his curly tail in the joy of having at last found a business that suited him. But, buzz, buzz! The bees crept under his veil and inside

his gloves. They stung him on his fingers, his snout, his ears, and his tail until he squealed, dropped the honey, and ran.

"Come back!" called the Beeman.

"No, indeed," called back the little Pig, "the bees sting too hard."

The man nodded his head. "Of course they do," he said. "That is part of the work. You cannot keep bees without being stung once in a while at least."

Little Pig blinked his eyes and began to think hard. "You must practice until your arm aches before learning to play the violin," he said to himself. "When you make cheese, you dare not stop a moment until the work is done. In taking honey from a hive the bees sting you until your head is on fire. Working in my garden is not so bad after all. I am going back to it."

So the little Pig went down the road toward home, and was soon at work in his carrot plot. He raked, hoed, and weeded, singing all the time, and there was no more contented Pig in all the kingdom. Every autumn he took his vegetables to the royal fair and never failed to bring home a prize. And sometimes, on holidays, the Cat, Thomas, and the Dog who made cheese, and the Beeman came to visit him.

—From *Cather's, "Educating by Story Telling."* Copyright, 1918, by World Book Co., Yonkers, N. Y.

What You Look For, You Will Find

There was once a queen who was very unhappy because her ladies and

gentlemen were always quarreling. Every day they came to her with very unpleasant stories about one another. At last she called a secret council of her wise men and asked them how she could prevent this.

Some of the wise men advised severe punishments. Others thought that the discontented courtiers should be sent away. At last one old man with snowy white hair stepped forward and said:

"O queen, live forever! Your lords and ladies are like naughty children. They are jealous of one another; so they are always trying to find one another's faults. Can you not in some way teach them how wicked such feelings are? If you can, they may be ashamed and may do better."

The queen listened and was pleased. She dismissed her wise men, and sent for her lords and ladies. When all had come, she said:

"I am going to send two pages out on errands in which you will all be interested. I have called you together to see them start; and when they come back I will call you together again to see what news they bring.

"Call the first page."

When the page stood before her, she said:

"I wish you to mount a trusty horse, ride through all my kingdom, and bring me the most beautiful flowers that you can find. You may start out by taking the road to the right."

The page bowed and was gone. A moment later they heard his horse's hoofs on the pavement.

"Call the other page," said the queen.

When the other page stood before her, she said to him:

"I wish you to mount a trusty horse and ride through all my kingdom. Visit all the gardens on your way around my kingdom and bring me the most bitter and harmful weeds that you can find. You may start out by taking the road to the left."

This page also bowed and was gone.

The queen did not explain why she sent these pages on errands so strange. She merely said that they would all meet again when the pages returned.

Several days passed. At last the queen was told that both pages had returned. She then sent for her lords and ladies.

When all were assembled the queen said:

"Admit the first page."

A moment later he entered, and his arms were filled with lovely flowers. These he laid at the queen's feet.

"Well," said the queen, "what did you find?"

"O queen," said the page, "your kingdom is a kingdom of flowers. I never knew before that there were so many beautiful flowers."

"Were there no weeds?" asked the queen.

"There may have been, but I did not see them."

She dismissed this page and ordered the other to be admitted.

When the second page entered, his arms were filled with bitter and harmful weeds. Some of them were so poisonous that he had to wear thick gloves to protect his hands.

"And what did you find?" asked the queen.

"O queen," said he, "your kingdom is filled with weeds. I did not imagine there could be so many different kinds, or such poisonous ones."

"But did you see no flowers?"

"There may have been flowers," said the page, "but I did not see them. Of course there must have been some, but I was looking for weeds and did not notice the flowers."

When the second page was gone, the queen looked at her lords and ladies. They hung their heads in shame. She had intended to make a little speech, urging them to look for flowers instead of weeds in one another's lives. But they seemed to understand; so she said nothing.

After that she did not hear any more complaining, and the unhappy quarrelling ceased.

—From *Wheeler's Graded Readers, A Third Reader*. Copyright, 1904, by William H. Wheeler. Used by special permission of the publishers.

8. Exercise

The King and His Magic Clubs

A king who was feeble and ill because of ease and idleness, called upon his doctor for medicine.

The doctor was wiser than the king and knew it was not medicine, but healthful exercise that the king needed. The king would not walk

or work however like the strong men about him. The doctor then prepared two heavy clubs of strange wood for the king's use, and led him to think that the handles of these clubs contained medicine for his cure. To get the benefit of the medicine in the clubs, the king must grasp them by the handles, swing with them and play with them until his hands become moist from exercise, at which time the medicine would pass into his hands, and make his body strong. The king was easily deceived, and each day he might be seen in the open air at certain hours working with his magic clubs.

His muscles grew strong, his blood became pure and his appetite for food increased. He praised the medicine of his clubs and the wisdom of his good doctor.

The king never learned from his faithful servants that the clubs were nothing but wood and the secret of the wonderful cure was found in his own healthful exercise.

—VIRGINIA LEWIS, *Course of Study in Hygiene, State Department of Education, Ohio.*

The Story of the Boy Who Walked Around Mont St. Michel

In France there is a high and very steep rock with a church on the top of it, called Mont St. Michel. Once upon a time when bitter wars were going on, this rock was captured by the enemy, and the leader of the invading army made his headquarters in the chapel on its top. Here he ordered brought to him the citizens who had been taken prisoners. Among them were one of the princi-

pal men of the village, M. de Bretteville and his little son, Louis. The cruel captain threatened to have de Bretteville thrown from the wall over the rock to punish him for his loyalty to his own people of different religious beliefs. De Bretteville would not yield, and neither he nor his brave son showed any fear.

"I have a good mind to throw you after him," said the captain to the boy.

"You would not make me a coward if you did," said Louis, "and I would gladly leap off the wall myself if I could save my father's life by doing it."

One of the other officers whispered something to the captain, and he turned quickly to the boy. "We will see how brave you really are," he said. "There is a narrow ledge of rock outside the wall. If you can walk around the rock on that ledge, I will set both you and your father free."

"No, no," cried de Bretteville, "I will not have it. I would rather a hundred times be killed myself."

"It shall be so, whether you like it or not," replied the captain, "or I will have both you and the boy thrown over."

"Will my father be freed if I make the attempt, whether I get round safely or not?" asked Louis.

"He will; you have my word on that."

"Then I am ready," said Louis. He took off his shoes and stockings and was lifted over the wall so that he stood on the narrow ledge outside, with hundreds of feet of steep jagged cliffs below. The shelf of rock on which he had to walk was in

places only a few inches wide, and he could keep from falling only by clinging to bits of projecting stone or roots and branches of bushes growing between the rocks. Step by step he made his way onward, never looking downward into the terrible chasm, but carefully and skilfully selecting the places to put his feet and to hold on with his hands. Even the soldiers watched every step with eager anxiety, hoping that the brave lad would succeed—and perhaps you can imagine the suffering of his father while the minutes slowly passed.

Louis came at last to a place where there seemed no hope of getting farther, for the ledge became narrower and narrower and he could see that ahead it disappeared entirely, leaving but a smooth wall of rock. To turn back was impossible, for he was already on a ledge only a few inches wide.

Slowly and carefully the boy looked downward along the face of the cliff. About three feet below, he saw a jutting point of rock from

which another ledge extended on around the corner of the cliff. He measured with his eye the distance downward and forward, saw that there was a holly bush growing out from the rock just at a good place to give a handhold,—and then he jumped. He landed safely with his feet on the ledge and the holly branches in his hand. The rest of the way was easier, and, at last, after what had seemed like a year, but was really only fifteen minutes, Louis was again clasped in his father's arms. They were both saved, saved by the courage and devotion of a boy.

I always remember Louis de Bretteville and the cliffs of Mont St. Michel when I think of habits. It was the habit of strong muscles and well-trained nerves, and above all the habit of coolness, courage and the habit of loving service, that made it possible for him to do this splendid deed.

—C.-E. A. WINSLOW, from *"Healthy Living," Book I. Copyright, 1918, by Charles E. Merrill Co.*

9. Eyes

Ellie's Wishes

Little Ellie sat on the porch, her golden head over her book. The light had grown so dim, she could scarcely read the words, and her head bent lower and lower until it almost touched the page.

"Ellie," called her mother, "don't try to read any more, it is getting too dark." "Oh, just let me finish this story, Mother," she pleaded and went on reading. "And Argus had one hundred eyes," read Ellie. Just

then, it grew so dark, she couldn't see another word. She suddenly felt tired and sleepy; her eyes burned and her head ached; she got up and stretched lazily. "Oh, I wish I had a hundred eyes," she cried, "then I could read all the time. When two were tired, I'd put them to sleep and use two others! Pretty soon I'd know all the stories in the world."

"Bed time!" called Ellie's mother. "Oh, please let me stay up and finish my story!" "No, no. You'll read

your two eyes into one, if you keep on; they're all red now."

"I wonder how it would feel to have only one eye like the little girl in the fairy story I was reading yesterday. I wish I could try it," sighed Ellie, as she climbed the stairs to bed.

"Don't forget to bathe your eyes, Ellie," called her mother. "You've used them altogether too much today."

"Oh, I wish I didn't have eyes to take care of," thought Ellie, as she reluctantly started to wash her face.

It was very peaceful and quiet in her little room. The moon was shining in through the open window, the stars twinkled merrily, and down in her garden, she could see the flowers nodding drowsily on their stalks, while the tiny brook sang merrily on its way.

Presently Ellie jumped into bed; she pulled the clothes up comfortably and was just falling into a doze when she suddenly heard the tap, tap, tapping of a cane on the floor. Looking up, she saw the funniest little old lady, with a pointed hat, short bobbing skirt, buckled shoes, and a tiny shawl. Ellie was too surprised to speak, but the little old lady didn't seem to mind that in the least. She walked up to the bed and tapped on one of the posts with her cane.

"Well, well! Been wishing again," she exclaimed. "Never saw a child yet, or a grown-up either, for that matter, satisfied with what she was; always wanting to be something or somebody else. You didn't know your fairy godmother was so near with her ears wide open for wishes,

did you? Perhaps you'd have chosen more carefully, but only three wishes are allowed, you know, and you've taken them all at once." With that she waved her little cane, and Ellie felt a queer sensation in her head. She put up her hand, and found that her shining curls had disappeared, and, where they had been, there were only eyelids and eye lashes. Gradually eyes began to open, first one and then another, until she found to her astonishment that she had a hundred of them. "Why, now I'm like Argus," she thought, "he had a hundred eyes." Where, only a few moments before, the moon had been shining in at her window, the sun was now rising quickly over the hills; how bright it was! She ran to the window and looked out at her little garden. Where there had been one or two flowers on a stem, there seemed to be hundreds; the little brook was multiplied into many brooks. She tried to see them all, but the eyes in the back of her head were calling her attention to the things behind her, and the eyes on the top of her head would look up at the sky; it was all very confusing. She heard her mother call, and having somehow dressed, tried to run down to breakfast, but the stairs seemed to jump up to meet her, and the walls pressed very close at the sides. Her mother didn't seem to think it strange that she had ninety-eight new eyes, all she could say was: "Why, Ellie, you know I warned you about reading so much yesterday; your eyes are tired and blood shot; run upstairs and bathe them with boric acid." So Ellie found her way up again and then, such a task to bathe one hundred

eyes! She kept trying to count them, and got frightfully mixed up, washing the same ones over and over, and leaving out others altogether. When at last she went downstairs, she found that it had taken her all morning. Breakfast was over long ago, and dinner was ready. She felt tired and hungry and was glad to sit down. But she couldn't keep all her eyes on her plate; some were looking out of doors, and some at the pictures on the wall. "Oh, dear," thought Ellie, "It will take some time to get used to so many eyes; I wonder if a potato feels like this!"

After dinner, she helped her mother with the dishes, but the task seemed greater than ever before. All her eyes were trying to peer round at them and they looked such a huge pile, that she thought she would never finish. But at last the end came, and she ran out to weed her garden; the sun was hot and the light shone in all of her hundred eyes; she tried to shade them, but no sooner did she get two or three, or perhaps a dozen comfortable, than the rest began to smart and burn. She decided to wait until the sun went down and remembering how fine she thought it would be to have a hundred eyes and read all the time, she ran up on the cool porch, and continued the story where she had left off the night before.

"And Argus had one hundred eyes," read Ellie. Somehow it didn't seem half as interesting or as wonderful as it did yesterday. She tried to use two eyes until they were tired, and then two more, but it didn't work; all the eyes wanted to see at once, and finally she got so mixed up

in the story, she couldn't tell what she was reading.

How glad she was when bed time came; her mother didn't have to speak twice. "Now," thought Ellie, "I will have some peace, and by tomorrow I shall know better how to use my hundred eyes."

She closed two eyes as usual, expecting to fall asleep right away, but she didn't know how to manage the other ninety-eight. They kept bobbing open in the most unexpected manner, and they had grown so tired from the sunlight shining directly into them, that they all ached terribly. Poor Ellie felt so miserable, that without thinking what she was about, she began to cry, and then, oh dear, oh dear, the tears gushed out from one hundred eyes and nearly drowned her. She became so frightened that she screamed out: "Oh, please, fairy godmother, I don't want a hundred eyes. Please, please take away the ninety-eight that don't belong to me!" Just then she awoke and found that a sudden shower had come up, and the rain was pouring through the open window. "And I thought it was tears from a hundred eyes!" she laughed, as she jumped to to close the sash. But she put her hand to see if her curls were really on her head; yes, there they were, and gratefully she cuddled down to sleep again.

Hardly had she closed her two eyes when she again heard the tap, tap, tapping of a cane on the floor, and once again she saw the little old lady in the pointed hat. "Ah, thank you, good fairy godmother, for taking away those dreadful eyes!" cried Ellie. "But you haven't had your

second wish yet!" exclaimed the little lady. "People mustn't wish for things they do not really want or need!" With that she tapped once more on the bed post, and suddenly Ellie found herself in a strange country. "How queer the people look! Whatever is the matter with them?" she thought. She tried to see more clearly; somehow it was very difficult for her to do so, but she realized that everybody had only one eye, right in the middle of the forehead. She put up her hands to shade her own eyes that she might see better, and found that she herself had only one eye, just like all the others.

Some children near by were playing "Blind man's buff." She shyly joined in, and when it came her turn to be blindfolded, it seemed so queer to tie the handkerchief over one eye only; since it bulged right out from her forehead, there was no space between it and the handkerchief, and it hurt. She didn't enjoy the game at all, she was so uncomfortable she couldn't catch the others who were used to one eye, and kept nimbly getting out of her way.

Soon, she became quite discouraged. "Oh, let's play something else!" she cried, tearing off the handkerchief. "All right, we'll play puss in the corner, but you're it, you know, because you didn't catch anybody. "Puss, puss," they called to one another. Ellie tried to run into their corners, but found she couldn't steer straight; she kept running into things and presently struck her forehead against a wall. Her eye began to swell and pain, and the children took her over to a fountain near by, and bathed it,

and tied it up for her; but then, of course, she couldn't see at all. When she had two eyes, if one pained, she could see with the other and manage to get about; but this one seemed to hurt more than half a dozen other eyes. "Oh, dear fairy godmother," she cried, "I don't like it at all. Please give me back my own two eyes!" Just then she turned over in bed. "Why, I haven't been away at all, I must have been dreaming that I had one great eye that hurt so!" She put up her hands; yes, her own two eyes were there sure enough, but they were aching dreadfully. "I think I won't try to read any more after it gets too dark to see," said Ellie to herself, as she fell asleep again.

"Ho! Ho!" cried the fairy godmother, suddenly appearing again at the window, "my little Ellie doesn't seem to like her own wishes very well; she will surely be glad to have her own bright eyes before she gets through.

She rapped so softly with her cane that Ellie only stirred a little. "Oh, dear, is it time to get up? I'm so tired." She stretched lazily and slowly sat up. Why of course it wasn't time, it was still very dark. She was about to settle back on her pillow, when she heard her mother call: "Come, Ellie, you'll be late for breakfast." Whatever was the matter? There wasn't a ray of light in the room. She felt for the side of the bed and cautiously got out. What had become of the little table at the head of the bed? She reached out and finally found the matches; she struck one, and heard it splutter,

but that was all until it nearly burned her fingers. Why, she couldn't see the light! She felt for her clothes and tried to put them on. She knew her shoes were on the wrong feet and that her dress was on crooked. Oh dear, oh dear! What a queer dark world! She groped her way downstairs. She heard the family talking at the breakfast table; mother was saying how good it seemed to have the sun shining so brightly. "Where is it? Where is it?" asked Ellie. "Why," said father, "surely little girls who don't take care of their eyes are not interested to know anything about the sunlight!" She tried to eat her oatmeal, but great lumps kept coming up in her throat, and by and by she was glad to slip out into her garden, but she couldn't see the flowers or the birds or the merry little brook that she heard running by.

"Oh! it's some terrible mistake," she cried. "Please, please, dear fairy godmother, can't I have one more wish,—just my own two eyes? I'll take such care of them that mother'll never have to scold me again." "That," said the fairy godmother, smiling, "is the greatest wish of all!" and she tapped softly with her cane; with that, the glorious sunlight burst in upon Ellie. It was morning, and she was in her own little bed, with her two eyes wide open.

"Oh, I'm so glad! So glad!" she cried, and jumping up, ran to the window to make sure she could see her garden. The brook laughed up at her in a knowing way, and the flowers nodded wise little heads. Ellie clapped her hands and danced up and down for joy.

"Now I'll run right away and bathe these two precious eyes and I'll take such care of them! I wish, oh I wish—" But just then Ellie splashed the cool water over her face, and was so happy that she quite forgot about wishing for anything else.—WINIFRED HATHAWAY. *Used by permission of the National Committee for the Prevention of Blindness.*

Uncle Jim and the Bramble Bush

"There was a man in our town,
And he was wondrous wise,
He jumped into a bramble bush,
And scratched out both his eyes.

"And when he found his eyes were out,
With all his might and main,
He jumped into another bush
And scratched them in again!"

Billy read the words over and over. What a funny man he must have been. Whatever was he doing jumping about in bramble bushes anyway? Only the day before, Billy himself had been out blackberrying, and he knew just how sharp the brambles were; his face and hands showed the marks. Just suppose he had scratched out his eyes in one of the bushes, however could he have jumped into another bush to scratch them in again? It was certainly very perplexing. He must ask his mother about it sometime, but not just then, because he wanted to play marbles with the boys.

He ran down the steps of the porch, and looking up the street, saw a familiar figure coming from the railroad station. It looked like Uncle Jim. With a whoop, he set off as fast as his legs could carry him to find out whatever brought busy Uncle Jim on a week day. He had a suit case, too, as though he meant to stay.

Billy jumped up and down for joy as together they made their way back. Mother saw them coming and ran out to meet them.

"Why, Jim, this is a surprise," she cried. "However did you manage to get away, and how long are you going to be able to stay?"

"Oh, stay all the time," pleaded Billy.

"Well not quite that yet, little man!" Mother caught an anxious note in his voice, and hastened to ask: "Nothing the matter, is there, Jim?"

Uncle Jim stopped to pick up the book Billy had dropped in his hurry. It was still open at the rhyme—

"There was a man in our town,
And he was wondrous wise."

"Well, you see," he said, soberly, "I've been uncommonly like this fellow who jumped into a bramble bush and scratched out both his eyes."

"And did you come out to the country to find another bush so that you could scratch them in again?" asked Billy breathlessly.

"Do you think you can help me to find one? I seem to need it pretty badly just now."

"But, Uncle Jim, you haven't scratched them out at all," cried Billy. "They're right in your head, just where they always were."

"Sit down quietly, and give Uncle Jim a chance to tell us all about it," and Mother led the way to the shady side of the porch.

"Why, there really isn't anything to worry about yet," said Uncle Jim. "I always thought my eyes were so strong they would stand any strain, and the truth is, that I've used them

so much, working all day, and reading far into the night, that they're just about played out. I began having such headaches I couldn't see, so I got frightened and went to an eye doctor. Well, he just said that people who used their eyes so, didn't deserve to have any! It was all right to make laws about people not working more than eight hours a day, but it was high time to have some sort of law against overworking poor tired eyes. Until then I hadn't realized that I had been keeping mine hard at it for about eighteen hours every day. He wouldn't promise anything at all, until I'd given my word to take a real rest, and live outdoors for two whole months. So here I am!"

Uncle Jim stayed all summer. What good times he and Billy had! When the sky was clouded they went fishing, and when the sun shone hot and bright, they took long walks in the cool, shady woods. Uncle Jim seemed to know so much about the birds and flowers, that Billy decided it was no wonder he had used his eyes eighteen hours a day.

Soon Uncle Jim got the boys together and they had a baseball team. On rainy days they played all sorts of games in the barn—blind man's buff and hop scotch and hunt the slipper.

Sometimes when Uncle Jim was resting on the cool porch Mother or Billy would read to him, and every evening Father read the newspaper aloud. Billy wasn't much interested in this at first, but by and by, he found a good many things he liked to hear about, and Mother had a

great time getting him off to bed at nine o'clock.

The summer passed like a day, and it was school time when Uncle Jim went back to the city. He promised to return soon and let them know what the doctor said about his eyes. They felt so much better for the long rest, and the headaches were gone.

Billy often ran down to the depot at train time, hoping Uncle Jim would come, and sure enough, one day there he was. How glad everybody was to see him! He shook hands all around, and the baseball nine, suddenly appearing from nowhere, gallantly seized his grip among them and escorted him to the house. Mother and Father ran out to meet him.

"What did the doctor say about your eyes?" they asked in one breath.

"Why," laughed Uncle Jim, "he said the sooner I jumped into another bush and got a new pair, the better for me. And here they are!" With that he pulled out a great pair of glasses with tortoise shell rims, and put them on.

"Isn't it fine? I can see as well as ever now."

Billy looked puzzled: "I didn't know that was what the rhyme meant," he said slowly. "Did the brambles hurt, Uncle?"

"Indeed they did, laddie, so much that I'm not going to run the risk of getting into them again. Let's go out and see if the boys will be ready for a game of ball tomorrow."

—WINIFRED HATHAWAY. *Used by permission of the National Committee for the Prevention of Blindness.*

Why Ned's Example Wouldn't Come Right

Ned sat scowling at the paper on the desk in front of him. His head was propped up by his hands, and he looked the picture of misery.

"Oh, bother the arithmetic!" he suddenly cried out, throwing down his pencil. "I can't get this example right!"

"What's the matter, Ned?" asked his father who was reading his newspaper a little distance away.

"My head aches, and I can't work this example! I say, Dad, won't you help?"

His father put down the newspaper, and went over to his son's desk.

"Why, no wonder your head aches and you can't make the example come right. You can't see!" for Ned had impatiently pushed up the shade of his desk lamp, and the glare of the electric light was shining directly into his eyes.

"Come over here and let's see what we can do about it," said Dad, placing the paper so that both could read the figures clearly.

"Oh, now I see the mistake," cried Ned, "I thought that 8 was 3. No wonder it wouldn't come out right! In two minutes the example was finished, and the papers put into the school bag ready for tomorrow.

"Almost bed time, Ned," called Mother. "Just time for one story." So Father began.

"In our time, Switzerland is a republic, free and happy, but she had a hard struggle for her liberty. In the long ago, the Emperor of Austria claimed the land as part of his em-

pire; he had so many possessions he could not manage them all himself so he sent a man named Gessler to rule over the Swiss people.

"Now Gessler was a cruel tyrant; he did not understand the independent nature of the people, and he ruled very unjustly, trying to make slaves of them. He built fortresses throughout the land, and filled them with soldiers to frighten the proud, brave people into submission, but he could not make them bow down to him as he wished.

"He grew angry at this, and cast about for some new way in which to make them feel his power. In those days, every town had a public square called a market place. Here all the people came to buy and sell, even the men and women traveled down from the mountains with cheese and butter and game, and when they had sold these, bought things they could not make or grow in their mountain homes.

"Knowing therefore, that sooner or later, nearly every one would come into the market place, Gessler decided that here was a good opportunity to show his power. In one of the little Swiss towns, Altorf, he had a huge pole set up, with his hat at the top, and he made a decree that every Swiss man, woman or child who passed by the place, should bow to his hat. In this way they would be showing their submission to him, because his hat was a sign of his power, just as a crown is a sign of a king's power.

"Now, one fine morning, there came down from the mountains, into the market place, a tall strong man

named William Tell. He carried with him his bows and arrows, for this was in the days before guns were invented, and he was wont to shoot bears, wild goats and wolves with his arrows.

"He had brought his little son, and together they crossed the market place. When they passed the pole, they never bent their heads; they walked by as straight as their own mountain pine trees.

"The soldiers who had been stationed there by Gessler to make the people obey, stopped the fearless hunter, and reminded him of the decree, but he refused to bow to the tyrant. Gessler's spies, who had been watching, ran to tell their master of this defiance. He commanded the Swiss to be brought before him at once. Tell appeared, leading by the hand his little son.

"'They tell me that you are the most famous archer in all Switzerland,' said the tyrant. 'Since you will not obey my decree, you shall give me a sign of your skill. Your boy, no doubt, is made of the same stuff as you. He shall stand yonder a hundred paces with an apple on his head, and do you stand here and shoot the apple with an arrow from your quiver.'

"All the people round turned pale with fear, but Tell looked straight into the face of Gessler, and drew two arrows from his quiver, one he held in his hand, and the other he stuck in his belt. Gessler motioned with his hand, for the soldiers to place William Tell and his son where he indicated.

"Now it was still early in the

morning, and the sun, rising high over the mountains, shone directly into the eyes of the archer, so that he could not see his mark; looking with scorn at the tyrant, he said:

" 'Tis evident thou knowest little of archery. The sun should shine upon the mark, and not into the eyes of him who shoots.'

"Gessler motioned angrily with his hand, and the boy was placed so that the sun shone on the apple, while Tell stood with his back to the light.

"Now the soldiers felt a great pity in their hearts for William Tell and his little son, so they turned the child with his back to his father. But Tell's voice rang out clear and strong: 'Face this way, my boy!'

"Instantly the child turned and faced his father! His arms hung motionless at his side; he stood with his head up, the apple poised upon it. He watched his father string the bow, he watched him test it to see if it were true, he watched him fit the notch of the arrow into the taut cord, and bring the bow into place; then he could look no more; he shut his eyes.

"The next moment a great joyous shout arose from the crowd, the arrow had split the apple in two, and had sped beyond; Gessler, in a rage over his defeat, demanded why the archer had selected a second arrow and had thrust it into his belt.

" 'To kill thee, tyrant, had I slain my boy!'

Ned sat silent when his father had finished the story; he was still in the market place, breathlessly watching the arrow as it sped on its way.

"That's a ripping good story, Dad," he said at last. "My! I wonder how William Tell felt when the boy stood up so straight, and never doubted him for a moment! And wasn't that fine where he saw through Gessler's trick and called out: 'The sun should shine upon the mark, and not into the eyes of him who shoots!' Of course he couldn't see with the sun in his eyes; he'd just have kept blinking and blundering, and wouldn't have been able to aim straight. Oh, I say, Dad, was that what you meant tonight when you said I couldn't see to work the example because the light was shining right into my eyes? It seemed funny then, because you'd think the light in your eyes would help you to see, wouldn't you?"

"Bed time, Ned," said Mother.

"Yes, I'm going, but look, Father, Mother's sitting with the light in her eyes too. Let's swing her chair around—there! Good night, Mother, the sun should shine upon the mark, you know!"

—WINIFRED HATHAWAY. *Used by permission of the National Committee for the Prevention of Blindness.*

10. General

The Choice of Hercules

Hercules was growing out of boyhood into youth and had come to the

time when young men become their own masters, when they show plainly whether they will take the path which

leads to virtue's way or the path which lies through sin.

Two queenly women appeared and drew near to him. The one was fair to look upon, noble in form, of fine presence with grave bearing, clad in white garments. The other was tender and soft and so adorned as to seem fairer and ruddier than the former, with a bearing that seemed more stately and in garments that shone as the day. Oft she admired herself and looked to see if any other were gazing upon her.

As they came to Hercules the first one was keeping on her way but the other made haste to get before her, and running to Hercules said:—

"O Hercules, I perceive that thou art considering by which of the two paths thou wilt travel to thy life's end. If thou wilt make me thy friend I will lead thee by the pleasantest and easiest path. Thou shalt not fail to taste of pleasures and shalt go thy way unvexed by hardships.

"First thou shalt cast about to see what pleasant thing thou mayst have to eat and drink, how thou mayst enjoy things with the least trouble. Have no fear that I will call thee to toil, weariness and hardness of life. Know that whatever others labor for, that thou shalt have without labor. Always do I give power to those that follow me to have their heart's desire."

When Hercules heard these words he said: "What is thy name, lady?"

She answered, "My friends call me Pleasure, but those who hate me call me names and say I am Vice."

The other coming near said: "I have come to thee, Hercules, because

I know those who gave thee birth and taught thee in thy childhood. If thou wilt take the path which I take thou wilt become a good laborer in all that is pure and holy. I will not make thee deceitful promises of pleasure but I will show thee truthfully what the gods have appointed.

The gods give no good or fair thing to men without labor and care. Dost wish to be beloved by thy friends? Thou must do thy friends good deeds. Art thou eager to be honored by thy city? Thou must be of use to thy city. Dost thou wish to have a strong body? Thou must make it obedient to thy mind and thou must exercise it with labor and sweat of honest toil."

Here Vice interrupted and said: "Dost thou know, Hercules, by what a hard and long path this woman would lead thee to pleasure? I will take thee by an easier and shorter way to happiness."

Goodness said to her: "What art thou good for or what real pleasure dost thou know who art not willing to do aught to earn these delights?"

"Thy young men are weak, thy old men are senseless. When they pass their youth without tasks well performed they drag through age with toil and burden, ashamed of what they have done.

"I am the companion of the gods and of all good men. No beautiful deed is done without me. I am the beloved fellow to the craftsman, a faithful guard to the master of the house, a gracious aid to the townsman, a good partner to the labors of peace and the best comrade in the world.

"My friends have a sweet enjoyment at their ease. Sleep to them is more refreshing than to those who toil not. The young rejoice in the praises of the old and the old are glad at honor from the young. They are blessed in their present work for by me they have men to love them, and their country to honor them. Whosoever the end comes, they lie not down in unhonored forgetfulness but with joy at the hymns of praise which are sung over them forever. Such things are possible to thee, O Hercules, child of good parents. To thee it is given by toil to win the most blessed happiness."

—HORACE E. SCUDDER, from *"The Children's Book."* Used by permission of and special arrangement with Houghton Mifflin Co., the authorized publishers.

The Fairy's New Year Gift

Two little boys were at play one day when a fairy suddenly appeared before them and said: "I have been sent to give you New Year's presents."

She handed to each child a package and in an instant was gone.

Carl and Philip opened the packages and found in them two beautiful books with pages as pure and white as the snow when it first falls.

Many months passed, and the Fairy came again to the boys. "I have brought you each another book," said she, "I will now take the first ones back to Father Time who sent them to you."

"May I not keep mine a little longer?" asked Philip. "I have hardly thought about it lately. I'd

like to paint something on the last leaf that lies open."

"No," softly said the Fairy, "I must take it just as it is."

"I wish I could look through mine just once," said Carl. "I have only seen one page at a time. When the leaf turns over it sticks fast and I can never open the book at more than one place each day."

"You shall look at your book," said the Fairy, "and Philip at his." She lighted for them two little silver lamps by the light of which they saw the pages as she turned them.

The boys looked in wonder. Could it be that these were the same fair books she had given them a year ago? Where were the clean, white pages as pure and beautiful as the snow when it first falls?

Here was a page with ugly, black spots, and scratches upon it, while the very next page showed a lovely little picture. Some pages were decorated with gold, silver and gorgeous colors, others with beautiful flowers and still others with a rainbow of softest, most delicate brightness. Yet even on some of the most beautiful pages were ugly blots and scratches.

Carl and Philip looked at the Fairy. "Who did this?" they asked. "Every page was white and fair as we opened to it, yet now there is not a single blank space in the whole book."

The Fairy smiled at the two little boys and said, "See, Philip, the spray of roses blossomed on this page when you let the baby have your playthings. This pretty bird which looks as if it were singing with all its might, would never have been there if you had not

tried hard to be kind and pleasant that day.

"But what makes this blot?" asked Philip.

"That came when you said you brushed your teeth when you didn't," said the Fairy sadly, "and when you did not mind mother."

"All these blots and scratches that look so ugly both in your book and in Carl's were made when you did not do the things you should do. Each pretty thing came on its page when you remembered and were good."

"Oh if only we could have the books again," said Carl and Philip.

"That cannot be," said the Fairy. "See, they are dated for this year and now they must go back into Father Time's bookcase. But I have brought each of you a new book. Perhaps you can make these more beautiful than the others."

She vanished and the boys were left alone. Each held in his hand a new book open at the first page. On the back of each book was written in letters of gold "For the New Year." —FRANCES OLCOTT, from *"Good Stories for Great Holidays."* Used by permission of and by special arrangement with the Houghton, Mifflin Co., the authorized publishers.

His Sentinels

The Angel of Light bowed low in adoration before the Giver of Gifts and said:

"Master of Life, wilt Thou counsel me, help me that I may lead the dwellers in the Land of Some Where back to happiness and to Thee?"

The Master of Life looked afar into that Land and saw the dwellers

there striving, toiling, hating, seeing no visions, dreaming no dreams, all because they had never known the paths that lead to love and laughter, joy and unselfish service.

"It is little thou canst do to change them, O Angel of Light. Too many years have they wandered afar to be brought back entirely but thou canst help them, thou canst save from this darkness the ones who shall take their places in the coming days. Behold!"

He pointed to the Land of Todays. The Angel of Light gazed long and saw men struggling with their weary burdens of distress and disease; saw them trudging along neither stopping to cheer the lagging ones, nor pausing to greet the faltering ones.

"They are so dark, so sordid, the pictures I see," said he. "How, how can I change them?"

The Master gazed in love at the Angel of Light and made reply:

"In hovel, in mansion, in sunlit homes, in homes dark with foulness, on prairie, on plain, by rushing stream and shaded glen, tiny bits of humanity shall come to take their abode. Some shall find an enfolding love, an infinitely tender welcome, others shall be met with a curt tolerance because they come unbidden. But when the first tiny wail reaches the dwellers it will open their hearts and before they can close them the tiny ones have entered there to abide for a time.

"These are the ones who must know and learn to love my sentinels if thou wouldst strengthen and help the future dwellers in the Land of Some Where."

"Where are thy sentinels, O Mas-

ter?" asked the Angel of Light.

"My sentinels are placed at outposts all along the way from the Yesterdays, through Everydays to the Tomorrows. Always, have they been waiting there ready, faithful to their appointed tasks, but the dwellers in the Land of Some Where saw them not."

"How shall we teach them to know and love thy sentinels, O Master?"

"Attune their ears to listen to the message of the wind singing among the trees, to hear its soothing melody when care besets them. It will let them pass into fair dreamland places where they shall rest and come back refreshed.

"Touch their eyes that they shall see and love the stars—my silent sentinels that keep watch over the night. They shall bring comfort to them, a comfort that shall lift their souls from the fading green of the earth to the unchanging glory of the infinite spaces beyond.

"Give them power to see the sunsets—my radiant, glorious sentinels that calm the souls of men.

"Reveal to them the soothing magic of the laughter of the waters, the roar of the storms, the beauty of the woods and the fields.

"Build a body as strong and healthy as can be made with the materials thou shalt find. Purify their thoughts and elevate their desires."

"All this would I do, but I cannot work alone, O Master! Who is there to help me?" said the Angel.

"Thou shalt find in the Land of Some Where, doctors with the love of mankind in their hearts. They will give of their wonderful talent to

aid thee. And no one there among all the dwellers can help thee more.

"Working with them, eager to carry out their plans, anxious to make their dreams come true are women with radiantly beautiful souls. They are the nurses who by counsel and example lead the dwellers to happier living.

"Then there are the ones who work, who direct and who make possible the plans of the doctors. They in their own way lead the dwellers back to Me by teaching them that which will give them healthy bodies or by leading them back to health once it has fled.

"Go to every association which fights disease in any form, go to every organization whose purpose is for the public welfare. Wherever these exist thou shalt find ones ready to help thee. I send thee on thy way. But before thou goest, gaze and be strong, O Angel of Light."

Slowly, lovingly the Master drew aside the curtains from the Tomorrows.

The Angel gazed into the shadowy depths of the coming days and a look of infinite peace came into his eyes. He saw the children of Yesterday now grown tall. Brother was helping brother. Toilers were working together for universal good; health was their birthright, happiness their daily portion because they were well and strong.

Slowly he turned to the Master and said:

"Thus through teaching them to know and to obey thy sentinels, shall we bring them back to Thee."

—THERESA DANSDILL.

The Little Toy Soldier

He was the bravest, finest Toy Soldier in all the shop, and he was wonderfully dressed. You never, never could guess what color his trousers were. No not khaki, although our soldier boys dress that way, not scarlet nor green; they were blue with nice black stripes along the sides. And his coat was green with beautiful shiny gold buttons on it. His little round hat sat on one side of his head and was fastened under his chin with a strap. You never, never could guess what was under his nose—a tiny black mustache that curled tight at the ends. And how do you think his mouth was painted? In a smile. And he smiled and smiled all the while.

One day a big man came into the store and took him away to live in a house with a little boy named Charles. The little Toy Soldier liked it there the first day, but when night came, the little mother said, "Did you brush your teeth, Charles?"

"No, I don't want to brush my teeth. It is too much bother."

And what do you think? Charles scowled and pouted.

"Well, well," said the little Toy Soldier, "I do not want to live with a little boy who doesn't want to brush his teeth."

He couldn't get away just then, but the next morning Charles left him on the front porch rail. He tumbled right down to the sidewalk below. A small boy named Harold came along, picked him up and played with him all day. That night at supper Harold's mother said, "Did you wash your hands, little son?"

"No, I don't want to wash my hands. Just little girls wash their hand all the time."

"Well, well," said the little Toy Soldier, "I am not going to live with a little boy that doesn't want to wash his hands before he eats."

He waited until the next day when Harold put him in his pocket and started to school. The little Toy Soldier dropped out of his pocket down to the curb below. He lay there awhile when James came along, picked him up and took him home.

At lunch that day James said, "I want coffee, mother."

And what do you think? He drank a great big cup of coffee.

"Oh," said the little Toy Soldier, "I do not want to live with a little boy who drinks coffee."

He was standing on the library table near the waste-basket. He tumbled into it, was carried out with the waste paper and dumped into a box at the rear of the house. A man came along with a wagon and took the paper and the little Toy Soldier to a factory. Here men were sorting paper.

"See the little Toy Soldier," said one big man, "I shall take him home to my small son."

Now this little boy could not walk so very well because he had hurt his foot. He tried to be cheerful anyway and helped his mother prepare the evening meal. When his father came home he said, "Have you had a nice day, son?"

"Yes," said the little boy. "I can mark all my health chores tonight, and when I went to the store a man asked me the way to the depot. I

tried to be polite when I told him."

"Well, well," said the little Toy Soldier, "this is the kind of boy I should like to live with. I believe I shall stay here all the time."

I haven't heard, so I suppose he is still there.

—Adapted from *The Little Toy Soldier*—"Story Telling for Patriotism."

II. Good Health Habits

The Color Bearer

Zoom — Zoom — Zoom—sounded the gong on Oak Knoll School giving its warning that it was time for work to begin. Quickly the children trooped into the building, eager to begin work but more eager to know who was to have the honor of carrying the flag in the procession. This procession was to march down the main street of the county seat tomorrow in honor of the visit of a great and good man who was coming for one day to this the town of his boyhood days. When he was a small boy he had gone to school in this district, so one from this school was to have the honor of carrying the flag.

The week before the schoolmaster had announced that the flag bearer would be the one who in the judgment of the school served his country best.

There was Charles Mathews, straight, tall, likable, the football player who had carried the township team to victory. But as soon as the season closed, Charles became careless of the daily niceties of life. He neglected brushing his teeth daily, forgot to change his linen and even grew careless of his posture.

There was Jean Braman, beautiful, slender, girlish, who had won first honors in the inter-school declama-



tion contest. She was always clean, always dainty but she was apt to be petulant and quick tempered if anything went wrong. She could not stand defeat, nor could she be patient in disappointment.

There was Teddy Brown, merry, wholesome little seventh grader, who had broken the state record for the broad jump, but as soon as he no longer needed to keep in training he insisted upon spending all his money for candy and ice cream cones.

Then there was precious little Frances Marie Colson whose childish treble attracted the attention of

the great song leader at the annual community festival. He said, "She has a voice of surpassingly sweet volume and tones; with it some day she will win honor and renown if nothing happens to mar its beauty." But Frances Marie pouted and sulked when even for a little while her mother asked her to care for little baby brother. So on through the entire list the desirable and undesirable qualities appeared.

Who was there in all the school most worthy to be the happy flag bearer on the morrow? Who was there who served his country best? All the pupils were on tip toe with excitement because each one was hoping that he would have this honor.

After they were all in their seats the schoolmaster rose and there was an expectant silence. The children loved this boy who had dropped his studies at the State University for a year to teach this school. He had been so merry in play with them, so eager in work with them, so understanding of their needs and so quick to try to respond to them. Now he was to decide who of all the school was to be the flag bearer.

"It is hard to decide, girls and boys," he began, "because all of you have most desirable qualities which will help you serve your country as only a good citizen can serve. After thinking hard for a long time about it I have decided to let you put yourselves to the test; to give you a measuring rod by which you can determine for yourselves who deserves most to be our color bearer."

Looking at his pupils with love in his heart he said, "A good citizen is

clean, inside and out. He does not forget the daily acts of cleanliness which make him healthy, good to look at and desirable to be with."

Charles Mathews and several other pupils, remembering neglected teeth, nails, hair and skin, knew that they were not eligible for the honor to be conferred.

"It is written that a happy contented spirit is more to be desired than gold. But happy and contented does not mean being so when everything is just as you want it to be. It means being unselfish and helpful to others even when we would like best to be doing something for ourselves. A good citizen helps his country by sharing the burdens of others when he can share them." Frances remembering the baby brother whom she would not care for knew that she could not be classed as the one who served her country best.

"To save something out of the daily allowance or wage is far more important in the serving well our country than you now realize. If you begin early, the habit of saving will become so deeply grounded that it will never be entirely discontinued. Every good citizen tries to save, however small the sum may be because it gives a sense of security to know there is something for time of need, for giving to others or for the possession of that which we appreciate all the more because it came through self-denial." Remembering the money he spent every day Teddy Brown knew he, too, could not gain the coveted honor.

"Victory is to be desired in any contest. There are few more thrill-

ing or more satisfying things in all the world than winning. There is just one thing greater and more desirable. That is to lose gracefully after you did all in your power to win." Jean, thinking of her defeats and how she bore them, knew she no longer could lay claim to lead the procession.

Who was there in all the school? Who was clean, cheerful, generous and true? Each pupil thought hard because each wanted to help make the decision.

There was a little Southern boy, John Lawrence, who had come to the school at the beginning of the year. His parents were poor, pitifully so, yet they worked bravely on, never contracting a debt they could not see the way clear to pay, and they taught John the same thing. His clothes were patched and mended but were always clean as he himself was always clean. He was so merry that they loved to choose him for their games, and he played to win. They remembered last fall, once when the team lost in football he said to the opposing captain, "You played better ball than

we did. You won the game fairly, but we are going to try hard to beat you next time." And beat them they did.

With one accord the children said, "John Lawrence shall be our color bearer. He has shown that he serves his country best."

John Lawrence could hardly stand when the teacher called to him because his heart was pounding so merrily with a happiness that made a big lump in his throat and tears in his eyes although he wouldn't for the world have let the others know the tears were there. He could not believe so great an honor had come to him because he felt so unworthy and could remember so many things he had left undone.

But the flag seen from the window waving proudly from the staff seemed to say, "He loves me best and serves me best who loves and serves his fellow men."

And John Lawrence standing to receive the emblem gravely kissed its folds and whispered softly, "How happy mother will be to know."

—THERESA DANSDILL.

12. Helpfulness

Careful and Careless

Once upon a time there were two small fairies, Careful and Careless. Careful dressed neatly; her hair was combed; her face, teeth, neck and hands were clean. Her home was orderly and light; her windows were clean; there were no dark places.

Careless had on a torn dress, fastened with pins; her shoes were half buttoned; her hair was uncombed;

her hands and face unwashed. Her home was disorderly; her windows dirty. The rooms were dark; matches were thrown around; there was a tub of hot water on the floor.

Both saw a little boy named Carl, and wanted to play with him. They decided Careless was to play one day, Careful the next.

Next morning, when Carl awoke, Careless was by his bedside. She

would not give him time to dress or bathe properly. His shoes were left unlaced. The laces caught on the stairs. He fell and bumped his nose. He could not wait to eat all his breakfast. He took his glass of milk into the yard. He stumbled over a toy he had left and broke the glass. He left pieces of glass where he fell, and later cut his hand on them. He took off his unlaced shoes. He stepped on a rusty nail. His foot was dirty. A bad sore resulted. How do you think he felt when he went to bed at night?

Next day when Careful came she gave him plenty of time for dressing and bathing. She helped him to put things away, and to pick up the glass broken the day before, put the board away, and played with him so nicely that when he went to bed that night, mother said, "What a good little helper I have had today!" Which little fairy would you like to have visit you?

—From "*Safety Education in Oregon Schools*"—State Department of Public Instruction.

A Kindness Every Day

Once there was a great king who had a son whom he loved dearly and for whom he did everything. He gave him beautiful rooms in which to live, costly toys, pictures and books. He gave him horses to ride and drive, boats to row and servants to help him. But the prince was not happy. He wore a frown wherever he went and was always wishing for something he did not have.

One day a magician came to the court, noticed the sullen lad and pro-

posed to make him happy. The king consented and offered him a large reward if he succeeded.

The magician took the boy into a private room, wrote something with a white substance on a piece of paper, gave the boy a lighted candle and told him to hold it under the paper to see what he could read. The boy did as he was told and the white letters changing into a beautiful blue, formed the words,

Do A Kindness To Some One
Every Day.

The magician went away asking no price for his secret but the prince, making use of it, became the happiest youth in the kingdom.

—Adapted from an old folk story.

The Lame Squirrel's Thanksgiving

There was once a little gray squirrel and he was lame. Some one had set a trap in the woods and the little gray squirrel never saw it until his poor, wee foot was caught fast. When he pulled his foot out it was very lame indeed.

All summer he limped. All fall he limped too. It was such hard work for him to stoop over that the red squirrels, the brown squirrels and the small boys gathered all the nuts before he could get any.

After a while it came to be Thanksgiving Day in the woods. All the animals, the squirrels, the woodchucks, the field mice, the rabbits and the chipmunks were cooking their Thanksgiving dinners.

Mrs. Striped Chipmunk was down

in her cellar at the roots of an old fir tree sorting out nuts for a pudding.

"I wonder if the little lame squirrel is sick. The last time I saw him he looked pretty thin. I believe I will carry him some Thanksgiving dinner."

Mrs. Striped Chipmunk took off her apron, filled the largest basket she owned with every kind of nut—chestnuts, hazel nuts, walnuts, and off she started for the gray squirrel's house. She had not walked far when she passed the house of the oldest woodchuck. The oldest woodchuck peered out from his window and said, "Where are you going, Mrs. Striped Chipmunk?"

"Oh, I am just going over to the lame squirrel's house with a bit of Thanksgiving dinner for him."

"Hold on a minute," said the oldest woodchuck. "I am boiling turnips. I found two in Farmer Gray's turnip patch. I will put one turnip in your basket if there is room."

Mrs. Striped Chipmunk said there was room and she started on again, but she had not gone very far when she met a rabbit. "Where are you going, Mrs. Striped Chipmunk?" said the rabbit.

"Over to the lame squirrel's house with a bit of Thanksgiving dinner," said Mrs. Striped Chipmunk.

"Just wait a minute," said the rabbit, "I have something I can send too."

He hopped away to his hole, and he presently came back with a beautiful slice of cabbage which he put in Mrs. Striped Chipmunk's basket. By this

time the basket was very heavy indeed.

Mrs. Striped Chipmunk went on a little farther when she met two young field mice.

"Where are you going so early in the morning?" said they.

"Just over to the lame squirrel's house with a bit of Thanksgiving dinner," said Mrs. Striped Chipmunk.

The two young field mice whispered together and said, "Could you take along an ear of corn, too, Mrs. Striped Chipmunk?"

Mrs. Striped Chipmunk said she would try so the field mice went home and dug up one of their very own winter ears of corn for the lame squirrel's Thanksgiving dinner.

Now the basket was so very heavy that Mrs. Striped Chipmunk could not lift it, but the two young field mice said they would help. They tied their tails to the handle of the basket and pulled. Mrs. Striped Chipmunk went behind and pushed, and they very soon came to the lame squirrel's house.

What do you suppose that little lame squirrel was doing as they rapped at his door? He was trying to nibble a wormy chestnut. It was the only nut he had, and he was so hungry.

Mrs. Chipmunk emptied her market basket and set the table for him. Then the two field mice took his paws and helped him over to the table. And the little lame gray squirrel just ate and ate and ate his Thanksgiving dinner.

—CAROLYN SHERWIN BAILEY, *from "Stories and Rhymes for a Little*

Child," copyrighted and used by permission of the Milton Bradley Co.

Lincoln's Unvarying Kindness

Abraham Lincoln loved not only men, women and children but animals as well. If he saw an animal in trouble of any sort he always stopped to aid it. Even in the most crowded day he found time to be merciful.

When Lincoln was twenty-one he helped his father move out west. Other friends went too. They packed their goods in large wagons drawn by oxen. It was quite a little company. They started on their journey in February. The roads were heavy with frost and mud. There were no bridges, so the streams had to be forded. Again and again they had to break the ice to let the wheels pass.

At one of these fords a little dog was left behind on the farther shore. He ran up and down the bank howling pitifully but no one seemed to notice him. At last tall bony Abraham Lincoln turned. The dog looked pleadingly at him. "Am I to be left behind to die in this wilderness?" his soft dark eyes seemed to say. Lincoln hesitated. The water of the river was icy cold. However, he took off his shoes, turned up his trousers and waded across. He caught up the shivering little animal who licked his hands and face in gratitude.

When Lincoln set him down on the right side of the river, the little dog showed his gladness by leaping upon every one and barking wildly.

"His frantic leaps of joy repaid me for what I had done," said Lincoln.

Years afterward, when Lincoln

was a busy lawyer he was one day riding to court on horseback. With him were some friends of his who were also lawyers.

The small party had some distance to go. The day was warm and the roadsides were soft with spring mud.

Suddenly their gay talk was interrupted.

"Cheep! Cheep! Cheep! they heard. On the ground not far from the roadside two little birds lay in the grass. They had fallen from the nest in the tree above them. Their mother fluttered about, uttering fearful cries.

"See those young robins that have fallen from their nest," said one man.

"That is too bad," said another. "They are sure to die down there."

"Some cat will get them," said another.

On they went but soon they missed Abraham Lincoln. They looked behind, but a turn of the road hid him from sight. "We can guess what kept him," laughed the leader. "He has stopped to put those robins back into their nests."

They were right. Abraham Lincoln was even then climbing the tree to the nest with the tiny birds cuddled tenderly in the big hand.

Soon he rejoined his friends. One of them raised his riding whip and pointed at Lincoln's muddy boots.

"Confess now, Old Abe," he said, "wasn't it those young robins that kept you?"

"Yes, you are right," Lincoln replied. "But if I hadn't put those birds back into the nest, I should not have slept a wink all night."

—FANNY E. COE, from "*The Sec-*

ond Book of Stories for the Story-Teller." Used by permission of and by special arrangement with the Houghton, Mifflin Co., the authorized publishers.

The Littlest Child

The king of the Land-of-Make-Believe lived in his palace away up on the mountain top. Sometimes, when the people at the foot of the mountain looked up, it seemed as if the castle were a part of the blue of the sky. Sometimes the white clouds seemed to rest lovingly upon it. Sometimes, when the sun rested upon it, its walls seemed turned to gold. Sometimes the clouds in the western sky seemed to turn its windows to precious stones. At all times the castle was beautiful in the eyes of the people, for it was the home of a good king.

Now one day the king's herald came down the mountain side. He blew a blast upon his trumpet and called the people to him saying, "It is the king's wish that all the children of the Land-of-Make-Believe should visit the castle after the harvest time"; and the children were happy. They said one to another, "Let us each take a gift to our king when we visit him after the harvest time." Then for a long time all the factories in the Land-of-Make-Believe were busy till each little child had been provided with a basket in which to carry his gift.

The children thought and thought what they should carry to the king. Each child hoped that his gift would be the choicest and the best. Each little child hoped that his gift would

be the one which the king would praise the most. Every one hoped way down deep in his heart that the king would give him some beautiful treasure because of the gift he had brought and the labor he had given in carrying it way, way up the steep sides of the mountain. That is, every one but the Littlest Child of All. Soon all were hunting for their gifts.

One began to gather fruit. Only the choicest kinds he put into his basket. High up to the handle he piled the beautiful fruit, and then he began to climb toward the castle. By and by the child became very tired. It seemed as if he could climb no longer. The fruit began to tumble and he began to cry. The Littlest Child of All came beside him and said, "I will help you," and he did. Then he said: "The king likes fruit. I help because I love the king."

One child filled her basket with flowers, the loveliest that grew in the gardens. But as she climbed, the sun grew hotter, the flowers began to droop and she was sad. The Littlest Child of All came beside her and dried her tears, saying, "Let us gather others," and he helped her. After the basket was again filled she said, "But look at your basket; it is empty." The Littlest Child of All answered: "The king likes flowers. I help because I love the king."

All day long the Littlest Child of All helped those who were staggering up the mountain side with their heavy baskets. When the children said, "But look at your basket, it is empty," the Littlest Child of All answered, "I help because I love the king."

By and by evening had come and the setting sun had seemed to change the palace windows to precious jewels. Each child had reached the palace of the king, that is, all but the Littlest Child of All. The Littlest Child of All looked down at his empty basket and his eyes filled with tears. He had no gift for the king whom he loved more than all the other children loved him. Just one minute was left before the palace gates should be closed. The Littlest Child of All stooped down and gathered a handful of the heather which covered all the sides of the mountain.

Soon all the children stood with their gifts before the king. The king took the baskets and he was glad, for he loved the children, every one. But when the Littlest Child of All brought his light basket with its one handful of heather blossoms, he gathered him in his arms and kissed him. Then he said: "This little one's basket is the dearest and the best. It is weighed down with the help he gave to others and with love for me," and he kept the Littlest Child of All to live with him always in his castle. —*From the Children's Friend, Salt Lake City.*

Old Man Rabbit's Thanksgiving Dinner

Old Man Rabbit sat at the door of his little house eating a nice, ripe, juicy turnip. It was a cold, frosty day but Old Man Rabbit was all wrapped round and round and round with yards and yards and yards of his best red wool muffler. He didn't care if the wind whistled through his whiskers and blew his ears up

straight. Old Man Rabbit had been exercising too, and that was another reason he was so nice and warm.

Early in the morning he had started off, lippity, clippety down the little brown path that lay in front of his house and led to Farmer Dwyer's corn patch. The path was all covered with shiny red leaves. Old Man Rabbit shuffled through them and he carried a big bag on his back. In the corn patch he had found two or three fat, red ears of corn that Farmer Dwyer had missed so he dropped them into his bag. A little farther along he found some turnips, some carrots and quite a few russet apples that Farmer Dwyer had arranged in little piles in the orchard. Old Man Rabbit went in the barn, squeezing under the big front door by making himself very flat and he filled the chinks in his bag with potatoes. He took a couple of eggs in his paws because he thought he might want to make a pudding for himself before the day was over.

Then Old Man Rabbit started down the path, his mouth watering every time his bag bumped against his back. He did not meet any one on the way because it was so very early in the morning. When he came to his little house he emptied his bag and arranged all his harvest in piles in his front room; the corn in one pile, the carrots in one pile, the turnips in another, the potatoes in another and the apples in the last pile. Then he beat his eggs. When he had put his pudding in a bag, and set it boiling on the stove, he went outside to sit awhile and to eat a turnip thinking

all the time what a fine old, clever rabbit he was.

While he was sitting there in front of his house, wrapped in his red muffler and munching the turnip, he heard a little noise in the leaves. It was Billy Chipmunk traveling home to the stone wall where he lived. He was hurrying and blowing his paws to keep them warm.

"Good morning, Billy Chipmunk," said Old Man Rabbit, "Why are you running so fast?"

"Because I am cold and I am hungry," answered Billy Chipmunk. "It's going to be a hard winter, a very hard winter, and there are no apples left. I've been looking all morning for an apple and I couldn't find one."

And with that Billy Chipmunk went chattering by, his fur standing out straight in the wind.

No sooner had he passed than Old Man Rabbit saw Molly Mouse creeping along through the little brown path, her long, gray tail rustling the red leaves as she went.

"Good morning, Molly Mouse," said Old Man Rabbit. "Good morning," said Molly in a small, wee little voice.

"You look a little unhappy," said Old Man Rabbit.

"I have been looking and looking for an ear of corn," said Molly Mouse in a sad chirping voice. "But the corn has all been harvested. It's going to be a very hard winter, a very hard winter."

And Molly Mouse trotted by out of sight.

Soon Old Man Rabbit heard some one else coming along by his house. This time it was Tommy Chickadee

hopping by and making a great to-do, chattering and scolding as he came.

"Good morning Tommy Chickadee," said Old Man Rabbit.

But Tommy Chickadee was too much put out about something to remember his manners. He just chirped and scolded because he was cold, hungry and could not find a single crumb, berry or anything to eat. He flew away, his feathers puffed out with the cold until he looked like a little round ball and all the way he chattered more and more.

Old Man Rabbit finished his turnip eating every single bit of it even the leaves. Then he went in his house to poke the fire in his stove and to see how the pudding was cooking. It was doing very well indeed, bumping against the kettle as it bubbled and boiled smelling very fine. Old Man Rabbit looked around at the apples, corn and vegetables and then he had an idea. It was a funny idea and very different from any idea Old Man Rabbit had ever had before in all his life. It made him scratch his head with his left hind foot, think, and wonder but it pleased him very much. Such a funny idea too.

First he took off his muffler, then he put on his gingham apron. He took his best red table cloth from the drawer, put it on the table and set it with his gold banded china set. By the time he had done this the pudding was boiled. He lifted it sweet and steaming from the kettle and set it in the middle of the table. Around the table Old Man Rabbit piled heaps and heaps of corn, carrots, potatoes, turnips and apples. Then he took down his old dinner bell that was all

rusty because Old Man Rabbit very seldom rang it. He stood in the doorway, rang it very hard and called in a loud voice.

"Dinner's ready! Come to dinner, Billy Chipmunk, Molly Mouse, and Tommy Chickadee."

They all came and they brought their friends with them. Tommy Chipmunk brought Rusty Robin who had a broken wing and could not fly South for the winter. Billy Chipmunk brought Chatter Chee, a lame squirrel whom he had invited to share his home for a month. When they all tumbled into Old Man Rabbit's house and saw the table with the pudding in the center they forgot their manners and began eating as fast as they could, every one of them.

It kept Old Man Rabbit very busy waiting on them. He gave all the currants in the pudding to Tommy Chickadee and Rusty Robin. He selected juicy turnips for Molly Mouse and the largest apples for Billy Chipmunk. Old Man Rabbit was so busy he didn't have any time to eat a bite of dinner himself but he didn't mind that, not one single bit. It made him feel so warm and full inside to see the others eating.

When the dinner was over and not one single crumb left on the table, Tommy Chickadee hopped up on the back of his chair and chirped.

"Three cheers for Old Man Rabbit's Thanksgiving dinner."

"Hurrah! Hurrah!" they all twittered, chirped and chattered. And Old Man Rabbit was so surprised he didn't get over it for a week. You see he had given a Thanksgiving din-

ner without knowing it was really and truly Thanksgiving Day.

—CAROLYN SHERWIN BAILEY, from *"The Story Teller,"* copyrighted and used by the permission of the Milton Bradley Co.

The Queer Little Baker Man

All the children were glad when the little Baker Man came to town and hung his sign above his queer little brown shop.

"Thanksgiving Loaves to Sell."

Each child ran to tell the news to another child until soon the streets echoed with the sound of many running feet and the clear November air was full of the sound of merry voices as a crowd of little children gathered near the little Baker's shop. They crept so close that they could feel the heat from the big brick oven and could see the gleaming rows of baker's pans.

The little Baker said never a word. He washed his hands, unfolded a spotless table, set it up before the door and began to mold the loaves while the children crowded nearer to watch him.

He molded big long loaves, tiny round loaves, wee small loaves filled with currants, square loaves with queer markings on them, fat loaves, flat loaves and loaves in shapes such as the children had never seen before. As he molded he sang a soft tune to these words:

"Buy my loaves of brown and white
Molded for children's delight.
Who forgets another's need
Eats unthankful and in greed;
But the child who breaks his bread
With another, Love has fed."

By and by the children began to

whisper to each other. "I shall buy that very biggest loaf," said the biggest boy. "Mother lets me buy what I wish. I shall eat it alone which is fair if I pay for it."

"Oh!" said the tiniest girl, "that would be greedy. You never could eat so large a loaf."

"If I pay for it, it is mine," said the biggest boy, "and one need not share what is his own unless he wishes."

"Oh," said the tiniest little girl but she said it more softly this time, drew away from the biggest boy and looked at him with eyes that were big and round.

"I have a penny," she said to a little boy, "you and I can have one of those wee loaves together. They have currants in them so we shall not mind if the loaf is small."

"No, indeed," said the little boy whose eyes had grown wistful when the biggest boy had talked of the great loaf. "No, indeed. But you shall take the larger piece."

Then the Little Baker raked out the bright coals from the great oven, and put in the loaves every one while the children crowded closer with eager faces.

When the last loaf was in he shut the door with a clang so loud that the children shouted merrily with laughter.

Then the Little Baker said:

"Clang, clang my oven door,
My loaves will bake as oft before
And you may play where shines the sun
Until each loaf is brown and done."

Away ran the children laughing and looking back at the door of the shop. Some played hide and seek

among the sheaves of ungarnered corn, some ran gleefully through the heaped-up leaves of russet and gold. Some returned home for pennies to buy a loaf when the queer little Baker Man should call.

So the hour passed, till above the sound of rustling corn, and all the other voices the children heard the Queer Little Baker Man call:

"The loaves are ready, white and brown,
For every little child in town
Come buy Thanksgiving loaves and eat
But only Love can make them sweet."

Soon was heard the sound of swift running feet as the children came in answer to the Little Baker's call.

"This is mine," said the biggest boy. Laying down a silver coin he snatched the great loaf and ran away to eat it by himself.

Then came the impatient boy crying, "Give me my loaf! This is mine. Give it to me at once. Do you not see my coin is silver? Give it to me at once. Do not keep me waiting."

The Little Baker said never a word. He did not smile, he did not frown and he did not hurry. He gave the impatient boy his loaf and watched him as he hurried away to eat his loaf alone.

Then came others crowding and pushing with their money, the strongest and ruddiest gaining first place. Snatching a loaf they ran off to eat without a word of thanks, while some very little children looked on wistfully not able even to gain a place. All the time the Queer Little Baker Man kept steadily on laying out the beautiful loaves on the spotless table.

A gentle lad came when the

crowd grew less and giving all the pennies he had, bought loaves for all the little ones, so that no one was without a loaf. The tiniest little girl went away hand in hand with the little lame boy to share their wee loaf, and both were smiling. Whoever broke one of the smallest loaves found it larger than it seemed at first.

Now the biggest boy was beginning to frown. "This loaf is sour," he said angrily. "But is it not your own loaf," said the Baker. "Did you not choose it yourself and choose to eat it alone? Do not complain of the loaf since it is of your own choosing."

Those who had snatched the loaves ungratefully and hurried away without a word of thanks came back.

"We came for good bread," they cried, "but these loaves are sodden and heavy. See the lad there with all those children. His loaf is light. Give us too, light bread and sweet."

But the Baker smiled a strange smile.

"You chose in haste," he said, "as those choose who have no thought in sharing. I cannot change your loaves. I cannot choose for you. Had you forgotten that mine are Thanksgiving loaves? I shall come again when you can buy more wisely."

Then these children went away thoughtfully.

But the very little children and the gentle lad sat eating their bread with joyous laughter. Each tiny loaf was broken into many pieces as they shared it with each other. To them the bread was as fine as cake and as sweet as honey.

Then the Queer Little Baker brought cold water, put out his fire, folded his spotless table, took down the boards of his little brown shop, packed everything into his wagon and rode away merrily singing:

"Who forgets another's need
Eats unthankful and in greed
But the child who breaks his bread
With another, Love has fed."

—CAROLYN S. BAILEY, from "*Stories Children Need*," published and used by permission of the Milton Bradley Co.

The *Woman Who Shared Her Last Loaf

(1 Kings 17)

In a land where no rain had fallen for long months the grass and flowers were withered, the fruit trees were dead, the grain-fields and gardens were hardened and parched, and the streams were almost dried up. In the time of this fearful famine a poor woman looked into her jar of flour and cruse of oil, and saw that they were almost empty.

She said: "There is just enough flour to make one more little cake, and just enough oil to mix it. I will gather a few sticks and bake this little cake for my boy and myself. We will eat it and die."

She went out to gather the sticks, when she heard some one speak. She looked up. A strange man was standing near. He was tired, worn and dusty, as though he had been walking many miles in the hot sun. He said to her, "Bring, I pray you, a little water, that I may drink."

She forgot for a moment how hungry and sad she was. She started

at once toward her house to get the water for him, when he called to her, "Bring me, I pray you, a morsel of bread in your hand."

She turned back with a sigh and said: "O sir, truly, I have not a cake; I have only a handful of meal in the jar, and a little oil in the cruse. Now I am gathering two sticks that I may go in to prepare it for me and my boy that we may eat it and die."

The man said: "Fear not; go and do as you have said, but make me a little cake first, bring it out here to me, and afterward make a cake for yourself and your boy. For Jehovah, the God of Israel says, 'The jar of meal shall not be empty neither shall the little bottle of oil be empty, until it rains upon the earth.'"

She stood and looked at this strange man with his strange request—to share her very last piece of bread. She did not know who he was, nor who the God was of whom he spoke; she only knew that this man with the tired face was hungry too, and he had not even one piece of bread. She said to herself, "I will share what we have with him."

She went back into her kitchen,

kindled the fire with the sticks, scraped the last bit of flour from the jar, and poured in the last drop of oil from the cruse. But, when she had taken out enough for the little cake and looked into the jar and cruse, there was just as much flour and oil as before. She made the cake, took it to Elijah, God's wonderful prophet, and she and her son had plenty to eat from the jar of meal that did not empty and the cruse of oil that did not fail all the days of that famine. And it all came about because that good woman, though hungry herself, was willing to share the little she had with another who was in need.

Is thy cruse of comfort failing?
Rise and share it with another,
And through all the years of famine
It shall serve thee and thy brother.
Love divine will fill thy storehouse,
Or thy handful will renew;
Scanty fare for one will often
Make a royal feast for two.

For the heart grows rich in giving;
All its wealth is living grain;
Seeds, which mildew in the garner,
Scattered, fill with gold the plain.
Is thy heart a living power?
Self-entwined its strength sinks low;
It can only live by loving,
And by serving love must grow.

—W. J. SLY, from "*World Stories Re-told*."

13. Knighthood and Heroes

A Friend of the King

On a brightly fair autumn morning away back in the 12th century, Richard, King of England, set forth with his gallant squires and knights to hunt. He was clothed in the green color worn by the huntsmen of that period, and his mass of yellow

hair was adorned by a cap on which was fastened the feather of an eagle. Sitting erect on his horse, each in rhythm with the other, he was indeed a kingly figure.

Suddenly a noble stag darted from the thicket. Waving aside his followers Richard dashed in pursuit of it

alone. He rode some distance knowing his men would follow. His horse shied, Richard drew rein and saw two figures prone in the dust, one in the coarse ragged garments of an outlaw and the other a slender graceful youth in the costume of a squire.

Dismounting, Richard saw that life was extinct in the outlaw. He knelt beside the inert body of the youth, laid his hand upon his heart and discovered it was beating faintly. He called to his men but there came no response. He blew on his silver whistle but still no answer came. He had ridden farther than he thought. Tenderly lifting the boy to his saddle bow he remounted, supported him against his breast and rode toward home.

The motion of the horse, the cool breeze on his brow, revived the boy. He opened his eyes and asked, "Who are you and where am I?"

"Nay, nay, be not impatient, lad. Thou art in good keeping. No further harm shall come to thee this day if I can keep it away from thee. Now tell me who thou art."

"I am Blondel, a minstrel on my way to visit the king. I have heard he loves music and hath a voice of surpassing sweetness. I hope to play before him, perchance to have my music find favor in his eyes. This morning I was beset by robbers who took my harp and my purse after a struggle in which I was wounded. I would know whom thou art that I may thank thee. If thou lovest music, perhaps sometime I may play for thee."

Gazing into the far distance, for

a time Richard rode in silence. Then he said, "I love music more than I can tell thee, lad. Its strains lead my soul to thoughts of honor, tenderness and love. When I hear it in its sweetest strains I fain would be strong in body that I may follow the dictates of my mind and heart. You ask me who am I? I am Richard, the King."

Blondel was overwhelmed to be so near the king and begged to be put down that he might kneel at his feet.

"Nay, nay, lad. Thy wounds demand attention now. When thou art stronger thou shalt play for me. Perhaps thou art the singer for whom Richard long hath waited."

Blondel was tenderly cared for in the castle by the king's own physician. When his wounds were healed he was given a harp and taken to the king. He drew his fingers across the strings and their music made the king and his train think of fair dreamland places under a star-lit dome. Again the strain changed and there was the music of soft sighing winds among the trees. A medley of chords brought to mind the battlefield with its din, its horror and its gore. Touching the strings lightly again Blondel with a voice of surpassing sweetness sang of the home land.

Richard, overcome with emotion, took the lad in his arms and said, "Thou art the one! Thou art the one for whom I have longed. We shall sing together, play together and make songs all our own."

Time passed, Richard responded to the call of the Crusade, and Blondel, his faithful friend went with him. Richard fought long and val-

iantly but finally was forced to arrange a truce. He set sail for home unaccompanied by Blondel who was given an important message to another king. Richard was captured by his enemies in Germany and made prisoner in a lonely fortress. He was guarded carefully and his place of imprisonment kept a profound secret.

Blondel was overwhelmed with grief at the loss of his beloved master and set out to find him. He wandered here, there, everywhere in Germany trying to find the fortress that held the king. There was one song which he and the king sang many, many times together, one they loved and one which they alone knew. Before every fortress or possible place of concealment he would play the strains of this song knowing if the king heard he would make reply. But no answer came.

Disappointment and grief made Blondel pale and weary. "I must keep well," he said, "if I am ever to find my king." He bathed every day in clear streams, ate only the coarse food that would give him strength, kept his body straight as an arrow and at night time slept under the open canopy of the stars. If the storms raged he made a rude shelter carefully planning it that the winds could pass through it freely.

"I shall not let worry deplete my strength. I shall do all in my power, by night and by day to find my master, leaving the rest in the Father's hands."

One day after a long fruitless search Blondel came to the edge of a thick forest. Its branches were so

close, its undergrowth so thickly entwined that it seemed useless to try to penetrate its depths. But Blondel pressed onward with a hope he could not express. Now he was grateful for the health habits that gave him strength for the rough way that taxed it to the limit of his endurance. After a long, long march he came to a stone tower. He stopped before it and sang the song. Immediately the answering strains in the voice he so loved came to him. At last he had found his beloved friend. He hastened away fearing his presence might excite alarm and the captors would remove the king to another hiding place.

He returned to England as fast as he could, told his story and at once Richard's friends set out to free him. This was accomplished within a short time and again happy strains of music were heard in the castle.

One evening as the western after glow flooded the landscape with light, Richard tenderly laid his arm across the shoulders of his friend and said, "Hadst thou not been strong in body, my lad, thou couldst not have endured all the hardships and couldst not have found me. Great and precious indeed is the love of a true friend."

—THERESA DANSDILL.

How a Boy Became a Knight

Five hundred years ago, in England, France and the other principal countries of Europe, the leaders of the people were a special class of men called knights. A knight had to be a soldier, absolutely free from fear. He must always be true to his king,

his country and his friends. He must be generous and ready to give away anything he had to those in need. He must always be modest, courteous in his manner and thoughtful of the feelings of others. So people came to feel that there was nothing nobler in the world than to be "a good knight."

It was not easy to become a knight. The boy who desired this great honor went through a long period of training. It began when he was seven or eight years old. He waited on and helped the older people in the household, and was trained there in courtesy and gentleness. As years went on, he learned to carry himself like a soldier and how to use the spear and the sword, with which men fought in those days. He learned to ride, swim, climb and jump, and he trained himself to bear the heavy weight of the suits of armor which the knights wore in battle. As he grew older, he learned to endure heat and cold and to go for a time without food or sleep, so that he might be strong to bear the hardships in the life of a soldier. At last, after perhaps fifteen years of this training, he was brought before the king of the country. As he kneeled down the king touched him on the shoulder with his sword and made him a knight.

We do not have knights of this kind in America today; but we want boys and girls who will serve our country as faithfully as the knights of old-time served their king. We honor men and women who are brave and loyal, generous and gentle—just as they did five hundred years ago.

It is just as true as it was then that girls and boys cannot grow up to be good citizens and faithful servants of their country, unless they train themselves to be strong, as well as to be brave and true and kind.

—C.-E. A. WINSLOW, from "*Healthy Living*," Book I. Copyright, 1918, by Charles E. Merrill Co.

The Knights of the Silver Shield

There was once a splendid castle in a forest. It had great stone walls and a high gateway, and turrets that rose above the tallest trees. The forest was dark and dangerous, and many cruel giants lived in it. But in the castle lived a company of soldiers called the knights who were so brave and good that they were kept there by the king of the country to help all travelers passing through the forest and to fight the giants.

Each of these knights wore a beautiful suit of armor and carried a long spear, while over his helmet floated a long red plume that could be seen far off by any one in trouble. But the most wonderful thing about the knights' armor was their shield. All of the shields had been made by a great magician. These shields were of silver. Every new shield when it was first given to a young knight was cloudy and dull. As the knight helped the poor travelers in the forest or conquered the giants their shields would grow brighter and brighter. But if the knight let the giants get the better of him or if he did not care what became of the travelers, then the shield became more and more cloudy until the knight

would become ashamed to carry it. This was not all. When a knight had fought a very hard battle and won it, or had done some hard errand for the lord of the castle then in the center of the shield would shine a golden star. This was the greatest honor a knight could win. The star hardly ever came into the shield of a knight until he was old and tried. When it did happen the other knights would say that such a one had "won his star."

There came a time when the worst of the giants gathered together against the knights; all the knights made ready to fight them. The windows of the castle were closed and barred and the air was filled with the noise of armor being made ready for use.

Now there was a young knight in the castle named Sir Roland who was the most eager for the battle. Though he was young, his shield already shone enough to show that he had done brave deeds, and now he hoped that in the coming battle he would be put in the most dangerous place of all so that his shield would shine even more brightly. On the morning of the battle all the knights gathered in the great hall of the castle to receive the commands of the castle lord. As he went about in full armor he spoke to each of the brave knights. When he came to Sir Roland he said: "One brave knight must stay behind and guard the gateway of the castle, and it is you, Sir Roland, being one of the youngest, that I have chosen for this."

At these words Sir Roland was so disappointed that he bit his lips to keep back the angry words, and he

closed his helmet over his face that other knights might not see how badly he felt. But he said nothing and went quietly to look after his duties at the gate.

Now all around the castle was a deep ditch or moat filled with water, and the only way to enter the castle was over a narrow bridge that crossed the moat and led to the narrow gate. If any one was seen coming toward the castle this bridge was fixed so that it could be pulled up on one end against the castle wall and then there was no way of crossing the moat and the castle was safe. It was here at the gateway at the end of this bridge that Sir Roland was put on guard.

Soon all the other knights marched out, their armor flashing, their red plumes waving, their long spears gleaming in their hands. Sir Roland looked after them sadly till the last red plume disappeared in the gloom of the forest.

It was a long time before anything happened at the gate. At last Sir Roland saw one of the knights come limping down the path to the castle and he went out on the bridge to meet him. Now this knight was not brave like the other knights and had really not been badly wounded but mostly frightened. "I have been hurt," he said, "so that I cannot fight any more. I can watch the gate for you if you wish to go back in my place." At first Sir Roland's heart leaped with joy, then he remembered what the lord of the castle had said, so he answered, "I should like to go, but a knight belongs where his lord has placed him. My place is here at the gate and I can let no one in, not even

you. Your place is at the battle." The knight was ashamed when he heard this. He stood thinking a minute, then turned and went back to the fight.

An hour passed. Then there came an old beggar woman down the path to the castle. She asked Sir Roland if she might come in and have some food. Sir Roland told her that no one might enter the castle, but that he would have food sent out to her. "I have been in the forest where the battle is going on, said the woman while she was eating the food. "And how is it going," asked Sir Roland. "Badly for the knights, I am afraid," she said. "The giants are fighting as they never fought before. I should think you had better go to help your friends." "I should like to, indeed," said Sir Roland, "but I am set to guard the gate of the castle and cannot leave." "One fresh knight there would make a great difference," said the old beggar woman, "I suppose you are one of the kind that likes to keep out of fighting. You are lucky to have such a good excuse for staying at home," and she laughed at Sir Roland.

That made poor Sir Roland very angry, but as she was an old woman he shut his lips tight, gritted his teeth and did not answer back. When the porter came with the food he gave it to her and shut the gate. It was not long before he heard some one calling outside. He opened the gate and saw standing at the other end of the draw bridge a queer little old man in a long black coat. "Why are you calling here?" asked Sir Roland, "the castle is closed today."

"Are you Sir Roland?" asked the little old man. "Yes," said Sir Roland. "Then you should not be staying here when your lord and his knights are fighting so hard with the giants. Listen to me. I have brought you a magic sword." As he said this the little old man drew from under his cloak a wonderful sword. It flashed in the sunshine as if it were covered with diamonds.

"This is the sword of all swords. It is for you if you will leave your idling here by the gate and carry it into the battle. Nothing can stand before it. When you lift it the giants will fall back. Your lord will be saved and you will be the victor."

Now Sir Roland believed it was a magician who was speaking to him. The sword seemed so wonderful that he reached out his hand to take it. As he did so the little old man came forward as if to cross the bridge. Just then Sir Roland remembered again that he had been sent to guard the gate and he called out "NO" so loud that the old man stopped suddenly. He waved the beautiful sword again and cried, "It is for you; take it, save your lord and win."

Sir Roland was really afraid if he looked at it any longer he would be unable to stay by the gateway, so he struck the great bell. At the signal the porters inside the gate pulled the great chains of the draw bridge and the latter came up so that the old man could not cross it to enter the castle, nor could Sir Roland go out. Then, as Sir Roland looked across the moat he saw a wonderful thing. The queer little old man threw off his cloak. As he did so he

began to grow bigger and bigger and in a moment more he was a giant as tall as any in the forest. Then Sir Roland knew that he had come in disguise to try to enter the castle while the other knights were away. Sir Roland thought what might have happened if he had taken that sword and left the gate unguarded. No, he would not open that gate again until the lord and knights came.

It was not long until Sir Roland heard a sound that filled his heart with joy. It was the bugle of the lord and the bugles of the knights who were with him. They were sounding so joyfully that Sir Roland knew they had won the fight. He gave the signal to let down the draw bridge and went out to meet them. They were dusty, weary and wounded, but they had won a great victory. Sir Roland greeted them all as they passed in over the bridge and when he had closed the gate and fastened it he followed them into the castle hall. The lord of the castle took his place in the highest seat with the other knights all about. Sir Roland came forward to give the key and to give an account of what had happened that day. Just as he began to speak one of the knights cried out, "The Shield, the Shield, Sir Roland's Shield!"

Every one turned and looked at Sir Roland's shield which he carried on his left arm. There shining in its center was the golden star of knight-hood. Sir Roland himself could only see the top of the shield and did not know what the knights could mean. "Speak, Sir Knight," said the lord of

the castle, "tell us all that happened at the gate today. Were you attacked? Did any giants come? Did you fight them alone?" "No, my lord," said Sir Roland, "only one giant came and he went away when he found he could not enter." Then he told all that had happened through the day. When he had finished the knights all looked at one another, then again at Sir Roland's shield to make sure they had really seen the star. There the golden star was still shining. After a moment the lord of the castle spoke. "Men make mistakes," he said, "but our shields are never mistaken. Sir Roland has fought and won the hardest battle of us all today."

—From "*Why the Chimes Rang and Other Stories*," by RAYMOND MACDONALD ALDEN, copyright, 1908. Used by special permission of the publishers, the Bobbs Merrill Co.

The Making of Our Country's Flag

"This morning, as I passed into the Land Office, the flag dropped me a most cordial salutation and from its rippling folds I heard it say: 'Good morning, Mr. Flag-Maker.'

"I beg your pardon, Old Glory, I said, you are mistaken. I am not the President of the U. S. nor the Vice President, nor a member of Congress nor a General in the Army. I am only a Government clerk."

"I greet you again, Mr. Flag-Maker," replied the gay voice. "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho."

"No, I am not," I was forced to confess.

"Perhaps you are the one who discovered the mistake in that Indian contract in Oklahoma?"

"No, wrong again," I said.

"Maybe you helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter, whichever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag-Maker."

I was about to pass on, feeling that I was being mocked, when the flag stopped me with these words:

"You know, the world knows that yesterday the President spoke a word that made happier the future of ten million peons in Mexico, but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the corn club prize this summer. Yesterday the Congress spoke a word which will open the door of Alaska, but a mother in Michigan worked from sunrise until far into the night to give her boy an education. She too is making the Flag. Yesterday we made a new law to prevent financial panics; yesterday a school teacher in Ohio taught his first letters to a boy who will write a song that will give cheer to the millions of our race. We are all making the Flag.

"But," I said impatiently, "these people were only working."

Then came a great shout from the Flag.

"Let me tell you who I am. The

work that we do is the making of the real flag. I am not the flag at all. I am but its shadow. I am whatever you make me, nothing more. I am your belief in yourself, your dream of what a people may become. I live a changing life, a life of moods and passions, of heart breaks and tired muscles. Sometimes I am strong with pride, when men do an honest work like fitting the rails together truly. Sometimes I droop, for then, purpose has gone from me, and cynically I play the coward. Sometimes I am loud, garish and full of that ego that blasts judgment. But always I am all that you hope to be and have the courage to try for. I am song and fear, struggle and panic, and ennobling hope. I am the day's work of the weakest man and the largest dream of the most daring. I am the Constitution and the court, statute and statute maker, soldier, dreadnaught, drayman and street sweep, cook, counselor and clerk. I am the battle of yesterday and the mistake of tomorrow. I am the mystery of the men who do without knowing why. I am the clutch of an idea and the reasoned purpose of resolution. I am no more than what you believe me to be, and I am all that you believe I can be. I am what you make me, nothing more. I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and my stripes are your dreams and your labors. They are bright with cheer, brilliant with courage, firm with faith because you have made them so out of your hearts, for you are the makers

of the flag, and it is well that you glory in the making."

—FRANKLIN K. LANE. (*Delivered by Mr. Lane, when U. S. Secretary of Interior before an audience composed of government employees at Washington.*)

The Round Table

Whenever Arthur wanted anything especially difficult done, outside of fighting, it was to Merlin he turned—Merlin, the magician, of vast wit and a hundred winters. So it was Merlin who contrived the Round Table.

But first Arthur ordered built in Camelot a magnificent castle, in whose spacious halls the table was to stand. In twelve niches around the wall stood statues of twelve kings whom Arthur had vanquished, each one holding a blazing torch.

In the midst of the hall stood the great table of polished wood, literally a round table. The king made the table round so there would be no head to it and no higher positions. All were to meet as equals, with no feeling of pride or superiority on the part of any one.

Some say that the table seated one hundred and fifty knights, the flower of King Arthur's fighters. The more popular story is that it had seats for only a few, but that it had the magic power of extension to make room for any knight who should prove himself worthy of the honor.

When all was finished, King Arthur viewed his work with pride and joy, saying to his magician:

"Behold! the hall is erected; the table is here; the seats are ready.

Name me now the knights worthy to sit here."

To the knights whom Merlin chose, Arthur gave a great banquet; and all their hearts were lifted in exaltation, for had they not been chosen by their king? And from this time on each man's heart was fixed on the doing of pure and noble deeds.

At the Round Table there was one seat that had no guest. This was known as the *Siege Perilous*, or the "dangerous seat." That it *was* dangerous was well proved when once a haughty lord, coming uninvited, seated himself in the *Siege Perilous* and the earth immediately opened and swallowed him.

Merlin knew, however, that a pure and stainless knight could sit there with safety.

A magic power had written the name of each knight over his own seat, and no one else dared sit there. When a seat was made vacant by death or dishonor, no one could succeed to it without proving himself greater in deeds than his predecessor. If one tried to take a seat for which his exploits had not fitted him, a sudden unseen force would expel him from the seat.

Of all the knights of the Round Table perhaps the greatest was Sir Lancelot—he who had been reared by the Lady of the Lake, and who was the mirror of knightly honor, courtesy, and valor, he before whose sword and spear all adversaries fell.

Each of the knights of the Round Table was a star, and King Arthur was their sun. Arthur bound these companions of the Round Table by oath to assist one another at the risk

of their own lives, to attempt singly the most perilous adventures in aid of those who were distressed, or to lead, when necessary, a life of monastic self-denial. He also swore them to fly to arms for their country at the first summons and never to retire from battle until the foe was defeated or night had come to end the combat.

There was one adventure that only the purest and bravest knights undertook. It was called the *Quest (or search) for the Holy Grail*.

The adventures of the knights-errant in this Quest were many and strange. They encountered wild beasts and dragons; they fought for fair ladies; they besieged frowning castles and fought giants. Some of them forgot their vows, and others were overcome by temptation. In the end, only three of the knights—Sir Percival, Sir Bors and Sir Galahad—obtained a vision of the Grail; and to them life was forever a more sacred thing.

—Abridged from "*The Round Table*," by HESTER JENKINS, in "*The Perfect Gentle Knight*." Copyright, 1921, by the World Book Co., Yonkers, N. Y.

(A complete version of this story and a collection of other stories of knighthood are found in this delightful book. For the upper grades it is a fine supplementary reader.)

A True Knight

The raindrops were falling, falling, pat, pat, pattering on the roof, on the window panes, on the walks. No one in school No. 3 could go home, although the long hand of the clock pointed to twelve and the short hand pointed to four.

"The rain is falling so rapidly it seems best to wait awhile here," said Miss Patton, the teacher. "What shall we do while we wait for the clouds to break?" "Tell us a story," said the little wee children.

"Please, please tell us a story," said the older children.

"Once upon a time," the teacher began, and every pupil in the room was still, still as little mice because they knew Miss Patton's "Once upon a time" always meant a nice story and they loved to have her tell stories to them.



"Once upon a time in the long, long ago, there lived brave knights who were good, kind, honest, courteous and true. They loved to help others who needed them, loved to do kindly deeds and to bring smiles to weary faces.

"But of all earthly things they loved their country best. They fought the enemies who would destroy their people, they valiantly drove away the foes who would do

them harm. With shining armor, shield and sword they rode away bravely to battle, ready to fight and even to die that their loved country might be free. When the foe was vanquished they returned home singing songs of praise and gratitude because a true knight always tried to keep a merry heart even when the battle seemed to be going against him.

"'To do the best I can to be clean, brave, neat, courteous, loving and cheerful,' was what each knight said to himself over and over until he wanted more than anything else in the world to be all these things. Dagmar was the youngest knight of all the assembly. He was brave and hoped that some day he might sit at the head of the table where sat the one chosen as the very bravest, finest, truest knight of all.

"'Just to be brave will give me this honor,' said Dagmar. 'In the next battle I will show them how fearless I am.'

"'What sayest thou, Dagmar?' gently asked the Knight who was sitting in the courtyard near him. 'Dost thou think that being brave is all a true knight must be to win that which he wants most?

"'Nay, nay, thou must keep thy body clean, thy thoughts pure, thy words kind. Shining, bright and spotless must be thine armor, thy daily apparel neat, they smile ready and cheerful. Lovingly must thou help the weak and aged, carefully protect them, willingly serve them. All these must thou do if thou are to become a knight of whom thy country shall be proud.'

"That was long, long ago when this old world was a very young world indeed. But Dagmar because he loved his country and loved his fellowmen tried hard to do and to be all the older knight had asked him. Not in a day, nor in many days did he become a knight brave, courteous, kind and true but after a while because he tried hard and tried every day he finally won what he wanted most—the honored place at the head of the knight's table.

"Today we need brave knights to fight for our country just as they were needed in the days gone by. Disease, dirt, uncleanness, unloveliness, unkindness are the enemies that shall destroy our people if they are not conquered. Each one must be a brave knight, using for his weapons, soap, water, clean clothing, tooth-brushes, sunshine, good food, rest, a merry smile, kindly thoughts and unselfish deeds. Each of you is a brave knight because you are using these weapons faithfully, are performing your health chores daily and regularly."

The children sat very still as Miss Patton finished and the tiniest wee one said, "Tell it again."

"No, it has stopped raining. Good night, children," said Miss Patton.

Slowly the children trooped away from the school room, the tiniest wee one saying, "I'm doin' to be a knight for sure"; the tallest big one saying, "To do the best I can to be clean, brave, neat, courteous, loving and cheerful. This is what true knight-hood means. I want to be a knight."

—THERESA DANSDILL.

14. Microbes

Billy's Pal

One day Billy was left home alone because he had not done his arithmetic. There he sat absent-mindedly chewing his pencil, and never once trying his examples. Suddenly he was startled by a wee voice saying, "Ouch!" He had been left alone in the house. Where did the voice come from?

He listened again, ever so hard, but heard nothing, so he fell to chewing his pencil harder. "Ouch! Ouch!" Again the same pitiful little voice. Billy began to feel queer and a bit frightened. Where in this lonely house could the sound come from? He meant to know.

Billy sat ever so quiet. He was not going to be surprised again, thought he. In his uneasiness, he started to gnaw harder at his pencil, and as he put his teeth deep into the shiny red wood—

"Ouch, ouch! Please stop!" And who do you suppose it was? The pencil!

In his fright, Billy dropped the pencil from his mouth, onto the table. And then the queerest thing happened! The pencil didn't roll; it just rose up on its point—but it wasn't a point at all. It was a pair of tiny black boots. The pencil was a little thin man in a glossy red suit and a bright brass helmet.

Billy gasped.

"Sorry I frightened you, Billy," said the pencil, "but you were hurting me terribly." "Why did you say, 'ouch,' and where did you come from,

and"—Billy was all upset. Think of a pencil talking!

"Guess maybe you'd say 'ouch' and 'stop,' and more too, if some one chewed your head, and spoiled your best suit," answered the pencil.

"But nobody ever knew it hurt pencils," said Billy, less frightened now.

"Just look closely at my bright red coat," said the pencil, "and you'll see the marks of my suffering." Billy picked up the pencil and gently set it on his hand.

"See here," continued the pencil. "These are the teeth marks of Mary who is sick at home with the whooping cough. She got me from John. John traded me in for four marbles. He fished me out of the waste basket where I slipped to, from a hole in Tom's pocket. That was just before Tom left school with scarlet fever. Tom discovered me in a gutter where I was glad to fall after being perched all day back of a peddler's ear."

"You don't mean to tell me that you've had whooping cough and scarlet fever, and have lived in waste baskets and gutters," asked Billy in surprise.

"Oh my, yes. That's only a bit of my life. I've had many an unpleasant trip since I left my home."

"Your home," questioned Billy. "Where was that?"

"My home was a bright clean factory. All my brothers and sisters were dressed just like I'm dressed—in shiny red suits. We all had our names put on us in silver letters. We were so proud of our names. Look at mine!"

"Why, I can't make it out. It has been chewed up," said Billy disappointed.

"That's just it," said the pencil. "My brothers and sisters all left the factory, hoping to be owned and loved by some boy or girl, who would keep them clean and not hurt them. We all wanted to help children draw and write and do lessons—help them, so they would keep us for work. But we are chewed on and gnawed at by every one; we have mumps and measles until we make every one who touches us sick."

The pencil could say no more, for a big tear was rolling down his little face. And Billy, too, was sorry; so he washed his little visitor gently and said, "From now on you are to be my little pal. I'll not lose you, nor bite you, but I'll keep you bright and clean."

And Billy and the pencil worked together and did the arithmetic lesson.

—AIMEE ZILLMER. *Used by permission of the Wisconsin Anti-Tuberculosis Association.*

Germes Are Everywhere

Do you know that there are millions and millions of living one-celled animals and plants lying around everywhere?

Well there are hundreds and thousands and millions of them, so many that you cannot count them. You don't know about them, because you cannot see them—they are so tiny and colorless. These little animals and plants are called GERMS. There are at least 1,500 kinds of them. Many of them look very

much alike, but, as in other things with which we are more familiar, there are differences. You know there are countless kinds of fish, some of which look alike; but they are not really alike. Some are large, others, small. Some have bodies which seem to have no bones at all except the backbone; and others are just full of bones. It is the same with plants. There is no end to the number of plants you can think of and name. Many of them are more or less alike. The poison ivy closely resembles other plants which are harmless. So it is with the germs.

For the present, we may divide the 1,500 kinds into two classes; those which carry disease, and those which do not carry disease. From 50 to 75 of the 1500 kinds do carry disease and those are the ones for which we must watch out. They carry infectious diseases, like scarlet fever, diphtheria, pneumonia, tetanus (lockjaw) and many other dreadful diseases. The other class of germs usually does us very little harm. Some of them even are of service to us, and help us a great deal. Did you know that the yeast which makes the bread we eat rise until it is light and flaky, is one kind of germ? And that our bread would be hard and heavy without it? These germs are the workers which help to change cabbage into sauerkraut, milk into cheese, and cider into vinegar.

Germes of all kinds are present in the school rooms. Occasionally some of these germs are disease germs which make boys and girls feel tired or even make them ill. Some find homes in the grocery stores, spoil the

rosy red apples which lie in the windows or in the open, and make them unfit for boys and girls to eat. Others haunt the public drinking cup, and though we cannot see them, often just heaps of them lie waiting for us on the public towel or hair brush. After every meal, our mothers, or big sisters, or perhaps the maid, should pour boiling water over the dishes we have used to kill the germs which might be sticking to the plates, cups, or silverware. The milk we drink ought to be boiled so that any germs which might be living in it will be killed so that they can neither spoil the milk, nor harm us. We keep our homes free from flies, because flies carry germs from place to place, and some of the germs which they carry might be disease germs. Germs are tricky little rascals, too. They wait around on the streets, on the steps of buildings, on railings, banisters, and bell-ropes; on street-car straps and store counters.

These usually are not disease germs, however, because disease germs are seldom found any place except in or on the body. We carry many germs around with us, on our hands, our gloves, handkerchiefs, and shoes. Germs are abundant in dark, musty, vile smelling places, and seldom are they strong enough to stay long in the bright sunlight. They hold colony meetings in damp, moldy places, such as old cellars and neglected places where rubbish and garbage is stowed away.

—HONORA COSTIGAN, from *"Health Stories,"* used by permission of the Minnesota Public Health Association.

The Sunbeam Soldiers to the Rescue

Once upon a time the Queen of the Good Health Fairies was very much worried because she heard that a large army of Germs was coming to kill all of her fairies. So she called together her council to talk over what they might do.

One fairy said, "Let us ask the Sunbeam Soldiers to help us." The Queen replied, "That is a fine idea, and you may act as a messenger."

Quickly the fairy spread her wings way out, and flew and flew right up to the Sun. There she found the Captain of the Sunbeam Soldiers and asked him for his help.

The Captain said, "Of course we will help you. My soldiers are always glad of a chance to fight Germs." So he called his soldiers together, and told them to prepare for battle.

The Sunbeam Soldiers carry shields but they are not like ordinary shields. Theirs are made all of gold. Each soldier polished his shield until it shone just like the sun, took several golden pointed arrows; and the Sunbeam army was ready to start.

From her high lookout tower the Queen saw, coming along one road, a big army of Germs, all carrying black shields. With them they were bringing Dirt and Disease, and it made her frightened. But soon after, coming right down out of the sky she saw the Sunbeam Soldiers with their wonderful golden shields and it made her feel better.

If you have ever tried to look straight at the sun, you may remember that you cannot do it. The sun

hurts your eyes and you have to turn your head away. So it was with the Germs. When they came up to the Sunbeam Soldiers, they could not stand the light from the polished shields, and they had to turn their heads away. It was so bright all around that the Germs were afraid they would be blinded, and they turned to run back home.

However, the Sunbeam Soldiers were not going to let the Germs get away so easily. They chased right after them, shooting their golden ar-

rows as they ran. Every time an arrow hit a Germ, it struck him in the back. You see he did not have any shield back there to protect him, and so it killed him.

A great many of the Germs were killed, all the rest were chased away, and none of the Good Health Fairies were hurt. You can just imagine how happy the Queen was as she thanked the Captain of the Sunbeam Soldiers for his help.

—M. S. FURBECK, *Bureau of Associated Charities, Brooklyn, N. Y.*

15. Nutrition

Bread-Making Among Various Peoples

It was in the heat of the day when Abraham looking up from his tent-door beheld three men standing by him. Wishing to entertain them he said, "I will bring a morsel of bread, and comfort ye your hearts." This is the first specific mention we have of bread. And the way in which that bread was made is described in verse six of the eighteenth chapter of Genesis, in Abraham's words to Sarah when he said, "Make ready quickly three measures of fine meal, knead it, and make cakes upon the hearth."

But even before Abraham, bread-making was a practiced art. Excavations have revealed not only stones for the grinding of meal at that early date, but bread itself has been dug up in large quantities. The form of the bread thus found is cakes, somewhat round, and about an inch to an inch and a half in diameter. These cakes are not made of meal,

but of grains of corn more or less crushed. In some specimens the halves of barley grains can be plainly seen. The underside of these cakes is sometimes flat and sometimes concave and from all evidences it appears that they were baked by being laid on hot stones and covered over with glowing ashes.

Though all methods of bread-making follow the same principles, the kinds of bread are of many shapes and varieties. The Egyptians were the first people to carry to a high perfection the bread-baking art. They baked cakes and loaves of many varieties and shapes and flavored them with various aromatic spices. The Greeks were the next to learn it, and history says they made no less than sixty-two varieties. The Romans learned next. They were the first to form the baking-trade into an incorporation, or a guild. Public bakeries were scattered throughout the city, and slaves were kept to perform the

heavy and more disagreeable tasks. There were no separate mills then for grinding the grain. It had to be pounded and sifted in the bakeries.

The art of making bread made its way northward, but slowly. Even now loaves of bread are seldom seen in some of the northern European and Oriental countries. In Sweden rolls are more common than loaves; and in some parts, no bread but rye cakes are used. These are baked about twice a year and stored away for future use, and, of course, become very hard.

In Norway a flat bread of coarse barley meal and water is made. Elderly women often sit under a little shelter of dried branches and bake it. The batter is rolled thin, then placed on a round, flat baking-stone under which a fire of fagots is kept burning. Piles of bread are baked in this way, then stored in a dry place for the winter, when it is used as a chief food by the peasants.

In Scotland barley bannocks and oat cakes are still a staple food article. The oat cakes are made by mixing oatmeal, warm water, salt, and sometimes butter-fat, into a stiff paste and kneading it out into a thin cake. It is then baked in front of an open fire.

In Eastern countries, as well as in Scotland, wheat flour is kneaded with water and rolled out into thin sheets called scones. In Egypt the bakers appear to aim at getting the biggest loaf out of the smallest possible amount of flour. The dough is rolled out like pie-crust and the edges are joined all around. The out-door ovens are fired, then the fire raked to

one side, or drawn out, to give place for the loaves, which are nothing more than thin cakes. These are pushed in on a board. The heat from the oven puffs them up into a balloon of bread. So the Egyptian cake is "largely a hole wrapped in a crust." Syrian bread is made in much the same way.

In America there are quite as many kinds and as many ways for making bread as in foreign countries. The Mexicans make a sort of flapjack called tortilla. Forked sticks are set in the ground, and these support a dough board of stone. On this the cakes are rolled out with a crude rolling-pin. Some Indians make bread much as the Syrians do.

In a certain province in Canada very primitive customs still linger. Peculiar-looking structures, protected only by a few boards put together in a rough way, are occasionally seen by the roadside. These are ovens and are used by a number of people in the locality. Upon certain days these ovens are heated, and the people bring their bread to be baked.

In some parts of the United States various flour and meal cakes are consumed in quantities. But the bakery products average more than \$400,000,000 yearly.

All breads can be divided into two great classes, the leavened and the unleavened, or those that rise, and those that do not. Of the unleavened breads the simplest form and rudest baking are seen in the Australian damper, a kind of cake made from a dough composed of flour, salt, and water, and baked in the dying embers of a wood fire. The dough is laid

on a flat stone, covered with a tin plate, and the hot ashes heaped around and over it.

Perhaps the most interesting of unleavened breads is the Passover bread, which has been used by the Jews during Passover week from the time of Moses until now. It is a mixture of flour and water baked in small round cakes until it is dry and hard. It is not unlike plain water crackers.

—ESKELL L. BLORE. *Used by permission of the Gospel Trumpet Co.*

How Robinson Crusoe Made Bread

It might be truly said that now I worked for my bread. It is a little wonderful, and what I believe few people have thought much upon, viz., the strange multitude of little things necessary in providing, producing, curing, dressing, making, and finishing this one article of bread.

First, I had no plow to turn up the earth, no spade or shovel to dig it. This I conquered by making me a wooden spade, as I observed before; this did my work but in a wooden manner; and though it cost me a great many days to make it, yet, for want of iron, it not only wore out the sooner, but made my work the harder, and performed much worse. However, this I bore with too, and was content to work it out with patience, and bear with the badness of the result.

When the corn was sown, I had no harrow, but was forced to go over it myself, and drag a great heavy bough of a tree over it to scratch it, as it may be called, rather than rake

or harrow it. When it was growing, or grown, I have observed already how many things I wanted, to fence it, secure it, mow or reap it, cure and carry it home, thresh, part it from the chaff, and save it. Then I wanted a mill to grind it, sieves to dress it, yeast and salt to make it into bread, and an oven in which to bake it.

I had long studied, by some means or other, to make myself some earthen vessels, which, indeed, I wanted sorely, but knew not where to come at them. However, considering the heat of the climate, I did not doubt if I could find out any clay, I might botch up some such pot as might, being dried by the sun, be hard enough and strong enough to bear handling, and to hold anything that was dry, and required to be kept so. As this was necessary in preparing corn and meal which was the thing I was upon, I resolved to make some as large as I could, and fit only to stand like jars, to hold what should be put into them.

It would make the reader pity me, or rather laugh at me, to tell how many awkward ways I took to raise this paste; what odd, misshapen, ugly things I made; how many of them fell in, and how many fell out—the clay not being stiff enough to bear its own weight; how many cracked by the over-violent heat of the sun, being set out too hastily; and how many fell to pieces with only removing, before as well as after they were dried. In a word, how, after having labored hard to find the clay—to dig it, to temper it, to bring it home, and work it—I could not make above

two large earthen ugly things (I cannot call them jars) in about two months' labor.

However as the sun baked these two very dry and hard, I lifted them very gently up, and set them down again in two great wicker baskets, which I had made on purpose for them, that they might not break. Between the pot and the basket there was a little room to spare, I stuffed it full of the rice and barley straw. These two pots being to stand always dry, I thought would hold my dry corn, and perhaps the meal, when the corn was bruised.

Though I miscarried so much in my design for large pots, yet I made several smaller things, with better success, such as little round pots, flat dishes, pitchers, and anything my hand turned to; and the heat of the sun baked them strangely hard.

But all this would not answer my end, which was to get an earthen pot to hold what was liquid, and bear the fire, which none of these could do. It happened after some time, making a pretty large fire for cooking my meat, when I went to put it out after I had done with it I found a broken piece of one of my earthenware vessels in the fire, burnt as hard as a stone, and red as a tile. I was agreeably surprised to see it, and said to myself that certainly they might be made to burn whole, if they would burn broken.

This set me to study how to order my fire so as to make it burn me some pots. I placed three large pipkins, and two or three pots, in a pile, one upon another, and placed my firewood all around it, with a great

heap of embers under them. I plied the fire with fresh fuel round the outside, and upon the top, till I saw the pots in the inside red-hot quite through, and observed that they did not crack at all; when I saw them clear red, I let them stand in that heat about five or six hours.

I slacked my fire gradually till the pots began to abate of the red color, and watched them all night, that I might not let the fire abate too fast. In the morning I had three very good (I will not say handsome) pipkins, and two other earthen pots, as hard burnt as could be desired.

After this experiment, I need not say that I wanted no sort of earthenware for my use; but I must need say as to the shapes of them they were very indifferent, as any one may suppose, when I had no way of making them but as the children make dirt pies.

No joy at a thing of so mean a nature was ever equal to mine, when I found I had made an earthen pot that would bear the fire; and I had hardly patience to stay till they were cold before I set one on the fire again, with some water in it, to boil me some meat, which it did admirably well. With a piece of a kid I made some very good broth, though I wanted oatmeal and several other things to make it as good as I would have had it.

My next concern was to get me a stone mortar in which to stamp or beat some corn. As to the mill, there was no thought of arriving at that with one pair of hands.

After a great deal of time lost in searching for a stone, I gave it over,

and resolved to look out a great block of hard wood, which I found indeed much easier. Getting one as big as I had strength to stir, I rounded it and formed it on the outside with my ax and hatchet. Then, with the help of fire and infinite labor, I made a hollow place in it, as the Indians in Brazil make their canoes. After this, I made a great heavy pestle, or beater, of wood called the iron-wood. This I prepared and laid by against I had my next crop of corn, which I proposed to myself to grind, or rather pound into meal, to make my bread.

My next difficulty was to make a sieve, or searce, to dress my meal, and to part it from the bran and the husk; without which I did not see it possible I could have any bread.

All the remedy that I found for this was, that at last I did remember I had, among the seamen's clothes which were saved out of the ship, some neckcloths of calico or muslin; and with some pieces of these I made three small sieves, but proper enough for the work. Thus I made shift for a good many years; how I did afterwards, I shall show in its place.

The baking part was the next thing to be considered, and how I should make bread when I came to have corn. First, I had no yeast. As to that part, as there was no supplying the want, I did not concern myself much about it. But for an

oven I was indeed in great pain. At length I found out an experiment for that also, which was this: I made some earthen vessels very broad, but not deep, about two feet in diameter, and not above nine inches deep. These I burned in the fire, as I had done the other, and laid them by. When I wanted to bake, I made a great fire upon the hearth, which I had paved with some square tiles, of my own making and burning also. But I should not call them square.

When the firewood was burned pretty much into embers, or live coals, I drew them forward upon the hearth to cover it all over. There I let them lie till the hearth was very hot. Then sweeping away all the embers, I set down my loaf or loaves, and turning down the earthen pot upon them, drew the embers all round the outside of the pot, to keep in and add to the heat. Thus, as well as in the best oven in the world, I baked my barley-loaves, and became, in little time, a good pastry-cook into the bargain. I made myself several cakes and puddings of the rice. I made no pies, neither had I anything to put into them, supposing I had, except flesh of fowls or goats.

—ELIZABETH LEWIS, from "*Wonderland Stories*." Copyright by the J. B. Lippincott Co.

16. Nutrition (Cereals)

The Bowl of Porridge

There was once a little boy who had a bowl of porridge for his supper.

It was the most delicious porridge you ever ate. There had been a tiny yellow seed deep down in the ground.

Then the seed had burst its coat and pushed up two green seed leaves toward the yellow sun. The sun warmed the seed leaves, and presently there came a long ear of corn with a green coat and a yellow tassel cap. The miller ground the ear of corn into yellow flour, then the little boy's mother mixed and stirred some fine porridge, and put it all steaming hot and covered with milk and sugar in the little boy's best china bowl.

"Here is your supper, dear," said the little boy's mother. "You may go out and sit on your little stool and eat your supper in the garden before you go to bed."

The little boy went out, sat down in the garden, and began to eat his porridge fast because he was very hungry.

But as he was eating, along came the little boy's little red hen.

"Cluck, Cluck," said the little red hen, "I am hungry too."

Now you know the little boy was very hungry himself, but he put a spoonful of porridge on the ground and the little hen ate it.

Then along came the little boy's gray tabby cat.

"Mew, Mew," said the tabby cat. "I am hungry, too."

So the little boy poured out some milk from his bowl of porridge and let the tabby cat lap it up.

Then along came the little boy's black dog, Fido. Now, Fido, had run, played, fetched, and carried for the little boy all day, so, of course, he had to have some porridge, too. The little boy put out very large spoonfuls indeed for Fido and by the

time he had finished there was very little porridge left for himself.

"Why, where's my porridge gone?" said the little boy.

But all at once the bowl seemed very full of supper again. Perhaps the little boy's mother came up softly and filled it, but he did not see her. And it did not taste like porridge this time, even very good porridge. It tasted like taffy and lollipops, and chocolate cake, and vanilla ice cream, and cream puffs, and all the other delicious things a child never is allowed to eat at tea. So the little boy sat out in the garden and had a very good supper, indeed.

—CAROLYN SHERWIN BAILEY, from *"Stories and Rhymes for a Little Child."* Used by special permission of the Milton Bradley Co.

Corn

The Day of Love tells a story of a plant that loves much.

It happened way back when Indians lived here. They had painted faces, and feather crests. An Indian stood wrapped in a green blanket watching a tiny green point break the crust of earth.

"Who are you?" said the Indian.

"I am corn," said the green point.

"Blessed be thy fruit," said the Indian.

He nursed the plant, and it grew to man's height. Its fruit waved feathers just like the Indian's head and was wrapped in a green blanket just like the Indian. It painted its ear red when ripe, just the color of the Indian's skin.

Corn has come into the white man's mouth with the compliments of the

Indian. And the white man has done justice to corn.

And corn now paints its ear after the color of the white man's skin.

—C. H. W. HASSELRIIS. *Used by permission of the author.*

Psyche and Cupid

(A Story of Sorting Grains)

There was once a beautiful maiden named Psyche, who loved to roam about in the woods and fields gathering bright blossoms and weaving them into wreaths.

Every one loved the dear child. She had many friends and playmates, but dearest of them all was the little winged Cupid, who used to fly down from lofty Olympus, the home of the gods.

Although Psyche loved her little playmate dearly, she was very thoughtless and one day she so offended Cupid that he spread his wings and flew away. She thought he would return the next day, but when many days passed and he did not come, she grieved deeply.

She was sorry she had been so foolish, but her grief or repentance did not bring back her little friend. She wondered how she could make amends.

She went to the beautiful Venus, mother of Cupid, to tell her of her trouble. "Perhaps she will help me," thought Psyche.

When she finally reached the shining palace of the gods, far above the clouds on Mt. Olympus, she humbly told her story to Venus, who said, "My child, there are many very difficult tasks to be performed be-

fore you can win back what you so foolishly lost."

Then she led Psyche to a granary upon the floor of which was a great pile of wheat, barley, oats, and rye, all mixed together.

"Before evening," said Venus, "these grains must all be separated and each pile placed by itself."

Poor Psyche! Would she ever be able to finish so great a task in one day? She feared not, but saying, "I will do the best I can," went to work.

Her fingers fairly flew as she sorted and sifted the tiny grains. But her little piles grew so slowly, and the great pile on the floor seemed as large as ever.

It was now late afternoon and her task was not half done. Although she began to feel very discouraged she worked steadily on.

Then who do you think came to her aid? An army of ants came trooping through the cracks of the granary floor.

Of all the busy creatures none are more busy than they. When Psyche saw the ants each set to work at sorting the grain her heart grew light. They tugged away at kernels as large as themselves, putting each kind in the right pile.

At last when the great red sun sank behind the distant hills, all the piles of wheat, rye, oats, and barley were neatly sorted.

"Dear friendly ants," she said, "what would I ever have done without your help?" She did not know that Cupid had sent these ants to help her, because he could not come himself.

Many other just as difficult tasks

were set for Psyche, but at last all were finished and she looked longingly for Cupid to come to the garden to play. She had almost despaired of ever seeing her playmate again, when one day she heard the flutter of wings and Cupid alighted beside her.

He brought her a beautiful pair of velvety butterfly wings which were soon attached to her shoulders. Then she sailed with Cupid to be happy forever in the beautiful home of the gods.

—MARIAN GEORGE. *From the "Plan Book." Used by special permission of the A. Flanagan Co., Chicago.*

The Sweet Rice Porridge

There was a little girl who was very poor. When noon came there was very little dinner on the table for her and sometimes at night she went hungry to bed.

One morning when she awakened she went to her mother and found her ill. When the mother was well she worked hard. She picked up wood in the forest, she washed clothes and scrubbed floors. With the money she earned she bought food for her little daughter and herself. But now she was ill and could not get food for either of them.

Do you think the little girl cried and fretted? No indeed! She knew if she cried it would make her mother sorry.

She thought, "Is there not something I can do to help my sick mother? I must work. What can I do? I am too small to wash clothes or to scrub floors. But I

can go out into the woods. I will find herbs there and berries. I can gather them and sell them, then I can buy bread and we need not be hungry any more."

So the little girl went out into the woods. There she found ripe berries. She began to pick them and put them into her little basket. An old, old woman saw her. She stood and watched the child. She saw her poor, thin little face. She saw that the child did not jump about, laugh and sing as other children did when they came into the woods. She saw too, that this child did not eat even the smallest berry. As fast as she picked them she dropped them into her small basket.

The old woman's heart was full of pity for the little girl. She said, "My child, I will help you." She gave her a little earthen kettle. It seemed a queer thing to give to a child who had so many empty pots and kettles at home. But this was a wonderful kettle. The old woman told the child all about it.

She said, "My child, this little kettle will cook very sweet good rice porridge for you and you need not put anything in it at all. Just say, 'Little Kettle, cook!' and it will begin to cook sweet, rice porridge. When you have enough say, 'Little Kettle, stop!' and it will stop. The little girl thanked the kind old woman and ran home with the wonderful pot.

When she arrived at her home she went to her mother and said, "O dear Mother, see what a good old woman gave me. All we need do is to say, 'Little Kettle, cook!' and it will cook rice porridge for us.

When we have enough, we must say, 'Little Kettle, stop!' and it will stop cooking."

The little girl set the kettle on the hearthstone. The mother called out, "Little Kettle, cook!" The little kettle began to cook. Soon it was full to the very top with sweet rice porridge. Then the mother called out, "Little Kettle, stop!" and the wonderful little kettle stopped.

Oh, how quickly the little girl ran to the cupboard. She brought out plates and spoons. Soon she and her mother were eating sweet rice porridge.

The mother was soon so well and strong that she could go to her work again. Every day she and her little daughter had sweet rice porridge for breakfast.

—*Adapted from the story by* SAMUEL B. ALLISON. *Used by permission of the A. Flanagan Co., Chicago.*

Wheat

A few years ago some archeologists, exploring among the tombs of that Egypt where the Pharaohs once ruled, found, wrapped in the cerements of a royal mummy, some grains of wheat. They had been buried with the aristocratic remains forty centuries before, or perhaps fifty; a thousand years doesn't make much difference to an archeologist or a grain of seed wheat.

It didn't occur to anybody to try artificial respiration or the administration of oxygen on the mummy; he was conceded to be hopelessly dead. Not so with the grains of wheat. They had lain in the tomb while dynasties had grown and gone, while

empires had flourished and fallen and been forgotten. Their long sleep had spanned the splendor of the Ptolemies, "the glory that was Greece, and the grandeur that was Rome." Civilizations had been made, wrecked, and made again around their vast tomb a score of times. A world had been reorganized; new races, religions, institutions, continents, peoples, had come and gone.

Mussulman and Christian had come into the world and fought over the fields of the Pyramids, and still the wheat grains had slept on and on. Napoleon had brought his crashing cannon and wakened the echoes of the ancients; the barbarians of far-off Britain had come and brought new life and inspiration and hope to old Egypt; but the grains of wheat slept on, nurturing the precious germ of life.

Then, at last, when all that the world knows about its own history had passed in long procession around the resting place of these grains of wheat, these faithful guardians of the life principle in the plant which has furnished man in all his generations and changes with his favorite food, were brought out, and planted, and they grew!

The waters of the ancient Nile, now no longer a mystery to be worshipped, watered them back to life and germination; and the seed from the land of the Pharaohs brought forth in the land of Cromer and Kitchener!

Has not wheat deserved its epic? It came from the birthplace of the race; it has gone wherever the race has gone, to all the continents, to the

islands of the sea, to the frozen north and the tropic south. Man has conquered the land, the seas, the air; he has harnessed the forces of nature, of science, of a thousand arts, to the chariot of his empire, but he has never seen the day when wheat was not his first guarantee of substance, of sustenance, and of life.

How good and gracious, how generous and responsive, it has been to his appeals! Whether he scratched with a twig or plowed with a forked stick or hoed with a painfully shapen flint, the wheat has answered and supplied his needs. When the population of the earth had so increased that it filled the waste places with its countless millions, the wheat asked only that man should provide the gang-plow and the reaper, the harvester and the steam thrasher, and it would go on feeding him and his children.

Every day in all the cycle of the year, somewhere in this world, man is harvesting the wheat that means life to him. Every day, too, in some region, other men are sowing it.

The picture of the ever-beginning and never-ending wheat harvests of the world will be a splendid section of the great wheat epic when it is written. It will show on the first day of the southern hemisphere's spring, which is September 21, that the harvest of wheat opens in Ecuador, right under the equator; and how that same day, the first day of the northern hemisphere's autumn, wheat will be sown in Scotland for the next year's crop. From Ecuador the harvest will travel gradually southward as the season advances; through Peru and Chile and the hun-

dred-league fields of Argentina, until South America sees the last of its wheat harvest in Patagonia, in middle February. The early days of October will see wheat harvesting in Ecuador and also in Scotland.

This picture will also show the variety of races, costumes, implements, methods, that would be engaged, all at once, in the wheat harvest of the earth—from the Indians of the East to the Indians of three Americas; from Norway, where the harvest-workers may toil under the summer night's sun till midnight, to the plateaus of the tropic lands where day and night are precisely equal every day in the year.

In this great picture the most primitive and the most enlightened peoples on earth will be seen, with tools and processes corresponding to their varying states of culture, all coaxing the wheat to serve them. Among them would be the coolie of Japan or Korea, painstakingly trying to raise the last possible stalk and the last possible grain from his pitiful little plat of land, by methods so intensive that they make an American think of farming under a microscope; the peasant of Europe, working his small fields with tools that would be hopeless in the wide-flung operations of America, Russia, or Australia; the wheat magnates of the Canadian and the American prairies, using six horses to a self-binder on which the driver sits under a green umbrella on a delicately adjusted spring seat—with a cushion. Or perhaps, in the still more ambitious farming of the big plains, we should see the traction mechanism, driven by a petrol engine,

which cuts, thrashes, measures, and even sacks the grain in one huge operation, and looks without tremor at the prospect of a ten-thousand-acre field.

—*Wheeler's Graded Literary Readers, with Interpretations, A Seventh Reader. Copyright, 1919, by William H. Wheeler. Used by special permission of the publishers.*

17. Nutrition (Coffee)

The Boy and His Pets

I want to tell you a story of a little boy who lived in the country. He did not have any little boys or girls to play with him. His playmates were a pussy cat, a little red hen and the nicest, cleanest piggy that you ever saw. This little boy had a fine time playing with them, and was very fond of his friends.

One morning the little boy had just a great big cup of coffee for his breakfast. He liked it so well that he thought he would give his friends some coffee for their breakfast, too.

He poured out a saucerful of coffee for the pussy cat; a little tin dish full of coffee for the little red hen and a great big bowl full of coffee for the piggy, because piggies are always so hungry, you know.

When the pussy cat saw her breakfast she said, "Meow! Meow! What is this?" "Cluckity, cluck, cluck," said the little red hen; I do not know." But the piggy said, "Oow, oow! Let us taste it and find out."

The pussy cat tasted hers and she said, "Meow, meow! It is coffee. Coffee is bad for pussy cats and I do not want any." So she did not drink hers.

The little red hen tasted hers and she said, "Cluckity, cluck, cluck! Coffee is not good for chickens, either.



I do not want any." So she did not drink hers.

Then the piggy tasted his. Now, you would think piggy would surely drink his, because piggies always are so hungry. But he just tasted his, and said, "Oow, oow! Coffee is bad for piggies, too; and I'm so hungry, oh, I'm so hungry!" And he did not drink his.

Just then the little boy came out, and he said, "What is the matter, Mrs. Pussy Cat? You did not drink your breakfast."

"Meow, meow," said the pussy cat. "I cannot drink coffee. It is bad for pussy cats. Please bring me a big saucerful of—" What do you think the pussy wanted for her breakfast? Yes, she wanted a big saucerful of milk.

The little red hen said, "Cluckity, cluck, cluck! Please take this bad

coffee away and bring me some oats for my breakfast."

The piggy ran up and said, "Oow, oow! I am so hungry! Please bring me some bread and milk for my breakfast."

When the little boy had given them all just the breakfast they wanted, he said, "Oh, Mrs. Pussy Cat, is that why you are so nice and fat—because you drink milk?" And the pussy cat said, "Meow, meow! That is just the reason."

The little red hen said, "Cluckity, cluck, cluck! See how strong I am, and I eat oatmeal." "I'm strong and

fat, too," said the piggy; "and I like bread and milk."

Then the little boy ran in the house and said to his mother, "Mother, if coffee is bad for pussy cats and little red hens and piggies, I think that it must be bad for little boys, too. I do not want any more coffee. May I please have a glass of milk to drink and a big bowl of oatmeal with milk on it? I want to grow strong and fat and healthy, just like my friends, the pussy cat, the little red hen, and the piggy."

—M. S. FURBECK. *Adapted from "The Little Red Hen," Brooklyn Bureau of Charities.*

18. Nutrition (Fruit)

The Apple Tree Story

Once upon a time there was a child who wished very, very much for a red apple. He wanted to look at it and to make a picture of it with his red pencil. He wanted to cut it into quarters, to give one quarter to his mother, one quarter to his sister, one quarter to his little friend and to eat one quarter himself. So he started out to find a red apple, saying as he went,

"A little red apple, round and sweet,
I want to look at, share and eat."

The first person whom the child met was a farmer. When the child spoke to him the farmer said:

"If you want a red apple, round and sweet
To look at, share and then to eat
You must farther go until you've found
An apple seed sleeping in the ground."

The child went farther until he came to an orchard where apple seeds

had been planted deep down in the rich earth. The child called to one of the seeds and said:

"Apple seed, apple seed, planted deep,
Wake, oh wake from your orchard sleep.

A rosy red apple, round and sweet
I want to look at, share and eat."

But the apple seed said:

"If you want a red apple, round and sweet

To look at, share and then to eat.
You must farther go until you've found
A place where rain has softened the ground."

The child went on farther until he came to a place where gray clouds were sending silver raindrops down to the earth. He said:

"Fall, little raindrops, all around
To soak and soften the orchard ground.
A little red apple, round and sweet
I want to look at, share and eat."

The rain said:

"If you want a red apple, round and sweet

To look at, share and then to eat,
You must farther go until you've found
A place where sunshine has warmed the
ground."

The child went on farther until he came to a place where the great round sun was sending down a host of bright sunbeams to the earth. The child spoke to the sunbeams:

"Shine, little sunbeams, all around
To warm the earth of the orchard
ground.
A little red apple, round and sweet
I want to look at, share and eat."

The sunbeams said:

"If you want a red apple, round and
sweet
To look at, share and then to eat
You must farther go until you see
A seed that has grown to an apple
tree."

The child went farther until he came to a place where a new straight little apple tree had sprouted through the ground in an orchard. The child said to the apple tree:

"Little new apple tree that grew
From an apple seed the season through
A little red apple, round and sweet
I want to look at, share and eat."

The apple tree fluttered its leaves and said:

"If you want a red apple, round and
sweet
To look at, share and then to eat
You must farther go until you see
Pink apple blooms on an apple tree."

The child went on farther until he

came to a place where an apple tree was all covered with a great many pink blossoms. The child said to the apple blossoms:

"Pretty pink blooms on the apple tree
Whisper when you will give to me
A little red apple, round and sweet
To look at, share and then to eat."

Then the child said to the wind singing just outside the orchard gate:

"Come to the orchard, wind, and blow
Till all the apple blooms' petals go
A little red apple, round and sweet
I want to look at, share and eat."

The wind came into the orchard. It blew and blew until all the petals of the pink apple blossoms were blown away. In the place of each blossom was a wee, wee, green apple. Each wee, wee green apple grew with the summer to a red apple. The child came then, picked a red apple and carried it home.

He looked at the apple's rose red cheeks, then he made a picture of it with his red pencil. When the picture was finished he cut the apple into quarters. He gave one quarter to his mother, one quarter to his sister, one quarter to his little friend and ate one quarter himself.

—CAROLYN SHERWIN BAILEY, from
"*The Outdoor Story Book*," copy-
righted and used by special permission
of *The Pilgrim Press*.

19. Nutrition (General)

Chubby Children and How to Grow Them

Mamma Glum gave Papa Glum his hat and saw him off to work. She looked at the clock.

"My goodness, it's half-past

seven!" she said. "Molly will be late for school. Molly! Molle-e-e!"

Molly came running into the room, tying up her hair ribbon. "Molly," said Mamma Glum, "you will just have to make out a meal the best

way you can. It is late and I haven't time to fuss over you. Here is something left from your papa's breakfast."

This is what Molly had:

Two Doughnuts
A cup of Coffee

Molly barely took time to sit down to the table, she ate so fast.

Then she hustled off to school, calling for her best friend, Susie Gay, on the way.

* * * *

Just across the street from the Glum house lived Mr. and Mrs. Gay and their daughter Susie.

At half-past seven Mama Gay gave Papa Gay his hat and he went off to work.

Susie was still sitting at the table eating her breakfast.

Mama Gay had given Papa Gay bacon, eggs and coffee, but for Susie, remembering that she was just a child with a child's digestion, she had provided something different. This is what Susie was eating:

Stewed Prunes, Oatmeal
Crisp Toast, Milk

Susie heard her best friend, Molly Glum, calling her as she started for school.

She kissed her mother good-bye and ran off.

* * * *

Molly and Susie had the same teacher and liked her very much. They studied hard and did everything they could to please her.

Susie however, stood better in class than Molly did, try as Molly might.

The first part of the morning Molly felt just like working.

Lessons were interesting and it was easy to put her mind on her work.

Then she got tired and restless, and her teacher would have to speak to her about wiggling so much and not keeping her attention on the lesson.

She not only behaved badly herself but she disturbed the other children.

After the school lunch Molly generally felt better.

"This is what the Lunch-Lady gave Molly and Susie for lunch:

Rice Soup, Bread and Butter
Stewed Rhubarb, Cocoa

* * * *

"Pa," said Mrs. Glum to Mr. Glum that night at dinner, "it strikes me that Molly isn't looking as well as she ought to."

"She is at the growing age," said Papa Glum. "All children are thin when they are growing."

"Susie Gay is just Molly's age," answered Mama Glum, "and she is fat and rosy."

"Molly takes after me," said Papa Glum. "I was thin at her age. Here Molly, pass your plate for your dinner."

This is what was set at Molly's place:

Pork Chop, Fried Potatoes
Hot Rolls and butter
Apple Pie, Coffee

Over the way, Susie Gay was having her plate filled. What she was getting was slightly different from what Papa and Mama Gay were having. This is what Susie was eating:

Broiled Meat Cake, Baked Potato
Creamed Carrots, Bread and Butter
Bread Pudding and Milk

* * * *

Next morning Molly made her

usual hasty breakfast and Susie and she ran off to school.

Her mother followed her to the front door to watch her go. Molly was certainly thin and pale. Mama Glum couldn't help being worried about her.

Meanwhile Mama Gay was watching Susie. The two women met over Mrs. Glum's front fence.

"How do you keep your Susie looking so well and hearty?" asked Mrs. Glum. "My daughter is getting thinner and thinner."

"Children at the growing age need to go to bed early and sleep with the windows open. They need just the right kind of food also," answered Mrs. Gay. "I'm careful to give Susie for breakfast the right balance of fruit, cereal and milk, and plenty of each. So far I haven't had to worry."

"This is what I gave Susie this morning:

Apple Sauce, Cream of Wheat
Toast and Milk."

* * * *

"Molly," said the Teacher that day, "whatever is the matter with you? You and Susie were doing equally good work and now Susie is ahead of you. You can do just as well in your lessons as Susie, if you try.

"And you used to behave just as well as Susie. I never had to speak to you about paying attention. Now everything I say goes in one ear and out the other!"

Molly liked her Teacher and what her Teacher said hurt her feelings very much. But try as she might, she couldn't seem to improve.

"That child is undernourished," said the Lunch-Lady to the Teacher at noon. "I had an especially good lunch for the children today and you should have seen how hungry Molly was.

"This is what I gave the children:

Fresh Vegetable Soup, Crackers
Baked Custard."

* * * *

Molly slid into her chair at dinner that night looking so glum that even her father noticed it.

"What is the matter with that child?" said he to Mrs. Glum.

"That is just what Teacher is saying," said Molly, beginning to cry. "She says I'm heedless and don't pay attention and she says I used to be as good in my lessons as Susie and now I'm way behind her. I don't want any dinner," and she ran away from the table.

"It isn't natural for a child not to want to eat," Mrs. Glum said. "I am going to call up the doctor and ask him to step over. Perhaps she needs a tonic."

Meanwhile Susie Gay was chattering about school to Papa and Mama Gay eating every bit of a dinner of:

Coddled Eggs, Mashed Potatoes
Fresh String Beans
Junket, Bread and Butter
Milk.

* * * *

The next day after school the Teacher went to call on Mrs. Glum.

"I have come to talk about Molly," she said.

Mrs. Glum was worried.

"Hasn't she been behaving well?" she asked.

"She doesn't seem to take any in-

terest in her lessons," said the Teacher, "and she is falling behind the rest of the class. I do not like to tell you this, Mrs. Glum, but if she keeps on at this rate, I'm afraid she will not be promoted at the end of the year. I have spoken to her several times and each time she has promised to do better, but she hasn't shown any improvement. Do you know what the matter is?"

Mrs. Glum grew more and more worried. She knew how proud Mr. Glum was of Molly and how he would feel if she were not promoted. She knew how Molly would feel if she had to stay back in the same grade and could not go on with Susie Gay and her other friends. She could not guess what the trouble was—Molly had always seemed so anxious to please the Teacher and to stand well in class.

"No, I don't know what the matter is," said Mrs. Glum, "but I'll speak to Molly about it. She isn't sick, I am sure, although she has a little cough sometimes, but her cheeks are pink."

The more she thought about Teacher's visit, the more worried she grew. WAS that cough serious?

* * * *

Mrs. Glum watched Molly closely for several days after her conversation with Teacher. Molly seldom went to bed early and seemed tired when she got up in the morning. Towards the end of that next week the little girl's spirits seemed to droop, and one day she came in from school, crying.

"Whatever is the matter, Molly?" said her mother.

Molly could only gulp and sob,

but finally her mother made out a few words.

"Teacher is going to have a play in school, an' I can't be in it, because she said I was too tired and pale and thin. Then we went to be weighed and I was twelve pounds underweight. The school nurse said she wanted to see you right away."

More sobs, and then Mrs. Glum gathered Molly in her arms, saying, "We'll go right over to the school, and never mind about the play. We'll go to the movies every night this week and that will make you forget your disappointment."

They did go to the school, and after greeting Molly with a smile, the school nurse took Mrs. Glum aside and said gravely, "I don't wish to frighten you, Mrs. Glum, and cannot say anything until Molly has seen the school doctor, but she needs attention. Come with me to Dr. Wise's office."

Dr. Wise listened at Molly's chest, and tapped and tapped her lungs, and then said,

"I may as well tell you, Mrs. Glum, that Molly has a spot on one lung. Unless we take it in time she will have tuberculosis. She is very pale. She is undernourished. WHAT HAVE YOU BEEN FEEDING HER?"

"Well," said Mrs. Glum, hesitatingly, "she hasn't been having very substantial breakfasts, I'm afraid. But she is always so anxious to get to school on time that she won't take time to eat. She has the school lunch, of course. For dinner I'm giving her just what her father and I have—"

"Roasts and hot breads and heavy desserts?" asked Dr. Wise. "That's just what I thought! Don't you know, Mrs. Glum, that Molly hasn't a grown-up stomach and should have only the most easily digested food, with plenty of vegetables and cooked fruit and milk, and none but the simplest desserts?"

"Your daughter has been starving!" continued Dr. Wise, "I am not surprised that she is tuberculous. Her system was not strong enough to throw off the infection! Also she has not had enough sleep and has not had enough fresh air in her bedroom."

Mrs. Glum thought she had heard something like this before from Mrs. Gay. She thought of Susie Gay with her rosy cheeks and her good marks in school, and she thought of her own girl unable to keep up with the rest of the class and sick with a dangerous disease.

* * * *

Molly Glum had a pretty hard time for several months, but she did not have tuberculosis. After a time spent at a sanatorium the little girl returned to her mother rosy and well, and very happy.

"Doctor," said Mrs. Glum to Dr. Wise the very day that Molly came home, "do you remember saying that when Molly came home you would tell me what to feed her? I want to know just how to keep her strong and well, so that she will be like Susie Gay!"

Dr. Wise, reached into his pocket.

"Here," he said, "are the rules planned by a nutrition worker. Mothers just like yourself have found from experience that they are good

for growing children like Molly. I gave Mrs. Gay the same rules for Susie a long time ago!"

These are the rules of the Health Game:

A full bath more than once a week.

Brushing the teeth at least once every day.

Sleeping long hours with windows open.

Drinking as much milk as possible, but no coffee nor tea.

Eating some vegetables or fruit every day.

Drinking at least four glasses of water a day.

Playing part of every day out of doors.

A bowel movement every day.

—WINIFRED STUART GIBBS, *reprinted through courtesy of New York Chapter, American Red Cross.*

Mrs. Stomach Ache and Good Digestion

"I had a queer dream last night," said Ruth at Sunday breakfast, looking up from her saucer of oatmeal. "I dreamed that I found a castle made of bricks of sweet chocolate. All the chairs were made of candy and the round tables were pies. The garden was full of marshmallows and lollipops, and there was a fountain of soda-water."

"My! Did you eat it all?" asked Paul.

"I was just beginning when an old witch came out of the castle and caught me and I woke up."

"There aren't really any witches, are there, Daddy?" said Paul.

"Well," Father smiled, "when I was your age, I once ate a whole

cocoanut pie, and I was caught by a terrible old witch. She tied me up in a knot and stuck pins in me, all night. Her name was Mrs. Stomach Ache."

"Oh, tell us a story about her, Daddy," pleaded Paul.

"Go on eating your oatmeal and I will," said Father. "Mrs. Stomach Ache and her brother, Good Digestion, live in a little house called the stomach. Leading down to their house, is a long road, through which all the food goes. At the entrance to the road is a mill where the food is ground fine."

"I know!" exclaimed Ruth. "You mean our teeth."

"Yes," answered her Father. "Our teeth grind the food very fine, just as a mill grinds the wheat into flour. When the teeth start chewing, the saliva begins to run into our mouths and mix with our food. Sometimes, just thinking of something nice to eat, makes the saliva start."

"Wait a minute, Daddy," begged Paul, "I want to try it." For a moment he was quiet. Then he nodded his head excitedly. "I thought of molasses candy—a nice sticky piece—and my mouth is just as wet as can be."

"Well, after the food is all ground up and wet, what happens next?" said Ruth.

"Next," said her Father, "it travels down the 'red lane' to the stomach. If it has been ground fine enough and if it is simple food, well cooked and clean, Mrs. Stomach Ache will sleep peacefully and her brother, Good Digestion, will churn the food into a sort of thick soup. Then he will

push it into the long, winding lane which we call the bowels. All around them is a mass of tiny tubes full of blood. The food from the bowels soaks through into them and is carried in the blood all over the body to help you grow and make you strong and warm. Any part of the food that is of no use to the body is pushed on down and passes out as waste. It is very important that the bowels should be emptied every day at a fixed time—otherwise the waste may poison and make you ill."

"Why did Mrs. Stomach Ache wake up and get mad when you ate the cocoanut pie?" asked Paul.

"Because I abused her brother, Good Digestion. That always makes her angry. In the first place, I ate the pie in the middle of the afternoon, when Good Digestion had just finished working over my dinner and was tired and wanted to rest. Then, too, I was afraid of being caught, so I gobbled the pie in great hunks and it wasn't half chewed. Besides, it was a very rich pie, with lots of cocoanut and sugar in it. Things that are very sweet and rich, or heavy and greasy, take longer to digest. Another trouble was that all the time I was eating the pie I was afraid and unhappy because my conscience pricked me—and you know that if you are feeling unhappy, or tired or worried, it upsets Good Digestion. But perhaps Mrs. Stomach Ache would not have minded—she is really very patient—if I had not eaten so much. But it was a pie big enough for a whole family! Mrs. Stomach Ache taught me such a lesson that my Mother said I didn't need any more

punishment. But I've never wanted to look at a cocoanut pie since."—
From "The Most Wonderful House in the World," by MARY S. HAVILAND. Used by permission of the publishers, J. B. Lippincott Company, Copyright 1921.

An Old Time Feast

A feast given by an Indian Chief about 1500 in North Carolina for Captain Barlow and his men is described:

"The dishes were wooden plates made of sweet timber and the pots were very large, white and sweet earthen vessels.

"For the first course there was 'wheat-like furmetti' which no doubt was cornmeal gruel. Next roasted and boiled fish were brought on with roasted and boiled venison. The vegetables were potatoes now eaten by the English for the first time and other sorts of boiled roots of which they did not know the names. For dessert melons were served both raw and cooked with other kinds of fruit."

"All sorts of grain which our own land
 doth yield,
 Was hither brought, and sown in every
 field,
 As wheat and rye, barley, oats, beans
 and peas,
 Here all thrive and they profit from
 them raise.
 All sorts of roots, and herbs in gardens
 grow
 Parsnips, carrots, turnips or what you
 sow.
 Onions, melons, cucumbers, radishes,
 Beets, coleworts and fair cabbages."¹

—L. A. McCORKLE, *"Old Time Stories of the Old North State."*

¹ A Colonial Governor's description of a Thanksgiving feast.

Our Bodies Are Like Sponges

Just to show how important a part the food you eat and the water you drink play in your life, let me remind you that the first time you were weighed the scales registered only 7 or 8 pounds. How much do you weigh now? Can you account for the difference? Part of the water you have drunk and part of the food you have eaten make up the difference in your first and your present weight.

Potatoes, meat, bread, water—all classes of foods—are the things you are made of and what you are. The hands that you find so useful in work and play do not resemble a mixture of potatoes, meat, bread and milk or water; neither do the pastries in the store windows resemble the ingredients of which they are made. Directly, food and water make up the blood. Indirectly, they build up and add to your muscles, bones and skin. It is food and water which cause your hands, arms and all parts of your body to plump out and grow from very tiny members to sometimes ten or fifteen times their original size. Now can you see why it is so important that you should drink plenty of pure water and eat plenty of good nourishing food?

In composition our bodies are much like sponges. They are so much like them that we might truthfully call ourselves human sponges. Water makes up about 70 per cent of our weight, and is held in the substance of the body, in somewhat the same manner as water is held in a sponge.

Just as the plants take the material from the soil and the water in the

soil to make up their bulk, so do we depend upon the food and water we consume to build up our bodies. Plants do not grow well, and many of them cannot grow at all, in dry, sandy soil which does not yield nourishment and lacks moisture. However, they grow very well in rich soil in which food and moisture are abundant. It is the same with our bodies; if we try to get along on foods such as crackers and cookies which lack nourishment, and if we neglect to drink plenty of water, our bodies will suffer the privation, and will not thrive and increase in weight as they should. Plenty of good nourishing food each day with not less than three pints of water will do very much toward making each boy and girl the man and woman he or she wishes to become.

—HONORA COSTIGAN, from *"Health Stories."* Used by permission of the Minnesota Public Health Association.

Tale of a Tummy

10:00 A. M.—Oh, dear! Another warm day. Wonder if I'll be abused as I was yesterday. If I am, I'm going to strike. Just disposed of a half-chewed breakfast. We ran for the train, which meant I was so jiggled about and so tired that it took me twice as long to do my work. Hope she gives me an hour or two of complete rest before anything more comes my way.

10:30 A. M.—Two glasses of ice water have just arrived. It will take all the energy I can pump up in the next hour just to warm me up to normal again.

10:50 A. M.—Half-chewed break-

fast did not satisfy her and she has bought some peanuts and started again.

12:00 M.—Peanuts have been drifting along steadily ever since. Think she has finished them, too.

12:30 M.—Decided she wasn't very hungry, and instead of a good solid dinner sent me down a cold egg-nog heavy with chocolate. Could have managed it all right if it hadn't been so unnaturally cold, but that made it terribly difficult to deal with.

1:10 P. M.—More ice water.

1:40 P. M.—Was mistaken about the peanuts; she found another handful in the bottom of her vanity bag, and now I am getting them again.

2:05 P. M.—More ice water.

2:10 P. M.—She has been lifting some heavy books and as usual used my muscles, instead of her arm muscles. You see, she's never had any proper physical education—soft, flabby, slouchy sort. Tired me almost as much as a six-course dinner.

3:20 P. M.—Furtive fellow has brought us a box of caramels. Just heard her say, "Oh, dear! I don't feel a bit well. The milk in that egg-nog must have been sour."

6:30 P. M.—We played a set of tennis before dinner and here I am all tired out and a lot of work to do.

6:50 P. M.—We were invited by a sissy sport with a belt on his coat to have a soda before going home. Had a lemon phosphate and then had to run for a car.

7:00 P. M.—Fried 'taters, cucumbers, veal cutlets, catsup, cookies and canned blue-berries. What do you know about that?

7:45 P. M.—We are strolling

down to the corner with a knock-kneed guy in a sport shirt and white pants for a pineapple walnut college ice.

8:20 P. M.—Got home and found somebody had made some iced tea. She drank two glasses. I tried hard to keep the tea and the college ice separated, but they mixed in spite of me. I go on strike.

8:30 P. M.—I have sent back the college ice and the iced tea.

8:40 P. M.—Returned the blueberries.

8:45 P. M.—And the peanuts.

9:00 P. M.—The dickens to pay—can't get the doctor.

9:17 P. M.—Doctor found at the movies. Mother thinks it's a weak stomach she inherited from her father. Knock-knee suggests it's the beastly weather—the big boob!

9:45 P. M.—Doctor says it is from a bilious temperament. Good night!
—*Journal of American Medical Association.*

20. Nutrition (Milk)

Eben's Cows

PART I

Eben was looking at the cows and the cows were looking at Eben. What Eben saw was twenty-six pairs of large, gentle eyes, twenty-six mouths chewing with a queer side-wise motion, twenty-six fine, fat cattle, some red, some white, some black and some black and white. What the cows saw, held by his mother on the rail fence, was a fat baby with a shining face and waving arms. What Eben heard was the heavy squashy footsteps of the slow moving cows as they lumbered toward the little figure on the fence. What the cows heard was a high excited little voice saying a real word for the first time: "Cow! Cow! O Cow! O Cow!" So with his first word began Eben's life-long friendship with cows.

Eben Brewster lived in a little white farm-house with green blinds. The cows lived in a great long red barn, which was connected with the

little white farm-house by a wagon-shed and tool-house. High up on the great red barn was printed GREEN MOUNTAIN FARM. Long before Eben knew how to read he knew what those letters said and he knew that the lovely rolling hills that ringed the farm around were called the Green Mountains. In front of both house and barn stretched the bright green meadows where day by day fed the twenty-six cows. In a neighboring meadow played the long-legged calves.

When Eben was three years old he made friends with the calves. He wiggled through the bars of the gate into their pasture. The calves stared at him, they sniffed at him, then they came a little closer. They stared at him again, they sniffed at him again, they came closer still. Then one little black and white thing came to him and licked his face and hands. Three year old Eben liked the feel of the soft nose and the rough tongue and he liked the sweet cow smell.

It came about that Eben played regularly with the calves. One day his father put a pretty little new calf—white with red spots—into the pasture. "What shall we call the calf, Eben?" asked his father. Eben put his arms around the calf's neck and smiled. "I call him Little Sister," he said. For the little baby sister was the only thing three-year old Eben loved better than a calf. The name stuck to the calves of the Green Mountain Farm. From that time they were always called Little Sisters.

Real little sister or Nancy, as she was called, grew apace. To her Eben was always wonderful. At six years he seemed equal to anything. It did not surprise her at all one day to hear her father say, "Eben, you get the cows tonight." But it did surprise Eben. He had helped his father drive them home for years. But now he was to do it alone. Down the dusty road he went, switch in hand, taking such big important strides that the foot prints of his little bare feet were almost as far apart as a man's.

The cows stood facing the bars. He took down the bars. The cows filed through one by one. Nancy and her father, waiting to help him turn the cows in the barn knew he was coming. They could see the cloud of dust, hear the many shuffling feet and the shrill boy's voice calling: "Hi, Spotty, don't you stop to eat! Go 'long there, Crumplehorn, don't you know the way home yet? Hurry, Redface. Can't you keep in the road?" Eben felt older from that day.

From the day he began driving home the cows alone Eben took a real share in the work at the farm. He put the cows' heads into the stanchion's when each one lumbered into her stall. He fed them hay and ensilage through the long winter months when the meadows were white with snow. He placed the cans to catch the cream and the skimmed milk when his father turned the separator. He took the separator apart and carried it to his mother to be washed. Nancy helped and talked, only she really talked more than she helped.

Eben's talk ran much to cows. His poor mother read all she could in the encyclopedia, but even then she couldn't answer all his questions. Why does a cow have four stomachs? Why does she chew sideways? Why does her food come back to be chewed? Why should she be milked twice a day? Why doesn't she get out of the way when an auto comes down the road? When Eben asked his father these things the farmer would shake his head and answer, "I guess it is just because she is a cow."

There came a very exciting day at Green Mountain Farm. For twenty years Andrew Brewster and his men had milked his cows morning and evening. His hands were hard from the practice. The children loved to watch him milk. With every pull of his strong hands he made a fine white stream of milk shoot into the pail. Eben often tried but pull as he would he could get only a few drops. Even as Andrew Brewster had milked his cows morning and evening, so had his father before him. Yes, and his

father's father too. For three generations of Brewsters had hardened their hands milking cows on Green Mountain Farm. Then came this exciting day and a new way of milking began at the big red barn.

A milking machine was put in. It ran by a wonderful, little puffing gasoline engine. It milked two cows at once. It milked all twenty-six of them in twenty minutes. Andrew Brewster could manage the whole herd with only Eben to help him. It was a great day for him. It was a great day for Eben and Nancy too.

PART II

There came another day which was even more exciting for the two children. This story is really about that day. Eben was then ten and Nancy seven. Their father and mother had gone for the day to the County Fair. The children were alone all day. They long since had eaten the cold dinner their mother left for them. They had done all their chores too. Nancy gathered the eggs and Eben chopped the kindling and brought in the wood. They fed the baby chickens and gave them water. They had gone to the woods for an afternoon climb and a wade in the brook. Now they were waiting for their father and mother to come back. They had been waiting a long time for it was now seven o'clock. The last thing their mother had called out as she drove off behind the two old farm horses was, "We shall be back by five, children."

What could have happened? "Eben," said Nancy, "we better eat our supper and get something ready

for Father and Mother. I will try to scramble some eggs."

"Go ahead," said Eben, "but we are not the ones I am worrying about, nor Father or Mother either. It is those poor cows."

"Oh, those cows!" cried Nancy. "And the poor Little Sisters! They will be so hungry." Both children ran to the door. "Just listen to them," said Eben. "They have been waiting in the barn for over an hour now. I certainly wish Father would come." From the big red barn came the lowing of the restless cattle. "I am going to have another look at them," said Eben. "Come along, Nancy."

The two children peered into the big dark barn. Stretching the whole length was stall after stall each holding an impatient cow. The children could see the restless hind feet moving and stamping. On the other side were the stalls of the Little Sisters. They too were moving about wildly. Over above it all arose the deafening sound of the plaintive lowings. By the door stood the gasoline engine. It was attached to a pipe which ran the whole length of the great barn above the cows' stalls. Eben's eyes followed this pipe until it was lost in the dark.

"Moo-oo-oo," lowed the cow nearest at hand so loudly that both children jumped. "Poor old Redface," said Nancy. "I wish we could help you."

"We are going to," said Eben in an excited voice. "See here, Nancy. We are going to milk those cows."

"Why Eben Brewster, we never could do it alone." Nancy's eyes

went to the gasoline engine as she spoke. "We *must*," said Eben. "That is all there is about it."

The children began with trembling hands. They lighted two lanterns. "I wish the cows would stop a minute," said Nancy. "I can't seem to think with such a racket going on."

Eben turned on the spark of the engine. He had done it before but it seemed different to do it when his father wasn't standing near. Then he took the crank. "I hope she doesn't kick tonight," he wished fervently. He planted his feet firmly and grasped the handle. Round he swung it, around and around. "Chug, chug, a chug, chug," answered the engine.

"Come now, bring the lantern," said Eben. Nancy carried the lantern and Eben a rubber tube. This tube Eben fastened on to the first faucet on the long pipe between the first two cows. This rubber tube branched into two and at the end of each were four hollow rubber fingers. Eben stuck his fingers down one. He could feel the air pull, pull, pull.

"She's working all right, Nancy," he whispered in a shaking voice. "Put the pail here." Nancy obeyed. Eben took one bunch of four hollow rubber fingers and slipped one finger on each udder of one cow. Then he took another bunch and slipped one finger on each udder of the second cow. The cows feeling relief was near were quieted at once.

"I can see the milk," called Nancy watching a tiny glass window in the rubber tube. Sure enough through the tube and out into the pail came a

pulsing stream of milk. In a few minutes the two cows were milked and the children moved on to the next pair. In another few minutes two more cows were milked. The children went the length of the barn and gradually the restless lowings were quieted as pail after pail was filled with warm white milk.

"I wouldn't try the separator if it were not for the poor Little Sisters," said Eben. "They must be fed," said Nancy, "but I can't lift the pails." Slowly Eben carried them one by one with many rests back to the separator by the gasoline engine. He took the strap off one wheel and put it around the wheel of the separator. "I can't lift a whole pail of milk," said Eben. Taking a little at a time he poured the milk into the tray at the top of the separator. In a few minutes the yellow cream came pouring out of one spout and the blue skimmed milk out of another. In another few minutes the calves were drinking the skimmed milk. "There, Little Sisters, poor hungry Little Sisters," said Nancy, as she watched their eager, pink tongues.

Eben turned off the engine. "I am sorry I couldn't do the final hand milking," he said. "I wonder if we should turn the cows out."

Before Nancy could answer both children heard a sound. Surely those were horses' feet. Cloppety, clop, clop, clop, cloppety clop, clop, clop. To the barn door dashed the old farm horses. From the dark outside the children heard their mother's voice. "Children, children where are you? The harness broke and I thought we *never* would get home."

Carrying a lantern apiece the children rushed out and into her arms. "Here Eben," called his father, "you take the horses quick. I must start milking right away. Those poor cows!" They both jabbered at once. Then each took a hand of their father and led him into the great red barn. There by the light of the lanterns Andrew Brewster could see the pails of white milk and of yellow cream. He stared at the quiet cows and at the Little Sisters. Then he stared at Eben and Nancy.

"Yes," cried both children together. "We did it. We did it ourselves!"
—By permission, from "*Here and Now Story Book*," by LUCY SPRAGUE MITCHELL. Published and copyright by E. P. Dutton & Co.

The Milk Fairies

Johnnie had not been very well for some time. He was not really sick, but he just did not seem to be as well and strong as some of the other children. Sometimes he was so cross and fretful his mother did not know just what to do with him. Everybody was kind to the little boy, and mother tried so hard to prepare good things for him to eat. The great big "Doctor Man" who lived next door told him to drink lots of milk, at least a quart every day, but when mother said, "Come, Johnnie, drink this nice glass of milk," Johnnie answered, "I'm tired of milk. I want some tea or coffee or an ice-cream soda." Sometimes he was very naughty and would not eat his oatmeal and milk for breakfast, or bread and milk for supper.

One day he had been very naughty,

and poor mother looked so grieved. He said he did not want his breakfast, the cat could have the oatmeal and milk for all he cared. It was a warm day, and mother told him to go out of doors and play. But there did not seem to be any one to play with, so he finally lay down on the grass under a big tree.

And then the strangest thing happened! The big tree suddenly became a great big milk bottle. It looked just like the bottles the milk man left every morning, and it was marked—*1 quart of pasteurized milk*. Johnnie knew what the big word meant, for mother had explained to him that pasteurized milk was the best for children who lived in the city to drink, but he surely was surprised to see that milk bottle there. Then what do you suppose happened? Johnnie heard a bugle blow; a door opened, and out of that milk bottle came just lots and lots of tiny white elves and fairies! Johnnie tried to count them; there were six rows, with a hundred in each row, and then another row of fifty. Think of that—six hundred and fifty fairies came out of that bottle. They began to march and dance and sing, and then they formed a word. Johnnie looked closely, what— It was the word he could not spell in school the other day. C-A-L-O-R-I-E-S, calories, but what did the fairies have to do with calories? Johnnie heard them sing, and he listened carefully:

"Oh, we are the fairy calories,
In a bottle of milk we live;
We make children well and strong
And rosy cheeks we give."

Well, thought Johnnie, if I had

known that calories were fairies I guess I'd have learned the word sooner. He watched the fairies closely and suddenly they separated into groups. One hundred and ninety-five of them ran over to the milk bottle; a door opened and out stepped the dearest little girl fairy. The others danced around her, and they all came over to Johnnie. He thought she was the dearest, sweetest, prettiest little girl he had ever seen. She made him a pretty little bow and said, "Hello, little boy, who are you? And what are you doing in Milk Fairyland?" He said, "My name is Johnnie, and I live over in that house." Then she laughed, such a happy laugh, and said, "My name is Sugar and I live in the milk bottle. You thought I lived only in the sugar bowl and in the candy store down at the corner, didn't you? Well, I'm in every glass of milk you drink, and that is why it is so nice and sweet. I help to keep you warm too. Some members of my family live in cake and candy. If you eat too much of that kind of food you will be sick, but the milk you drink will keep you well." She laughed, clapped her hands to call her fairies, and off they danced down the field.

But they had no sooner gone than Johnnie saw 347 of the other fairies run over to the milk bottle. Up near the top of the bottle a door flew open and out stepped a dear little fat fairy. She and the others danced up to Johnnie. "Hello, Johnnie," said the fairy, "my name is Fat." Johnnie laughed. He had guessed her name. "Oh," said she, "I have another name; it is Cream, and when I am

frozen you call me Ice Cream. I live in the top of the milk bottle. Folks usually shake the bottle before they pour out the milk so that I won't be all in one glass, but if they let the milk stand awhile I come right up on top again. I am rich, and when I live in the milk, people say, 'What nice rich milk that is.' I keep children healthy, make them grow, and help to keep them warm." She called her fairies and off they danced.

Johnnie wondered if that milk bottle held any one else. He heard the bugle blow again, saw the rest of the fairies run over to the milk bottle and then a big strong boy fairy stepped out. He was dressed in a uniform and looked like a captain. He formed his calories into line, and they marched over to Johnnie. He saluted and said, "My name is Protein." Johnnie had never heard that name before, so the fairy said, "It is spelled P-R-O-T-E-I-N, and it means muscle builder." He rolled up his sleeves and showed Johnnie what a lot of muscle he had. Then he picked up some of the calories and held them out, and said, "See how strong I am. See what a load I can lift. I live in the milk bottle, and when boys and girls drink lots of milk I build muscle for them. Then they grow into strong men and women and are able to do their part in the work of the world." Johnnie wanted to talk to him longer, but he called his calories and they ran down the field playing leapfrog, jumping and running just as all strong boys do.

Again Johnnie watched that milk bottle, and once more the bugle blew. Another fairy boy in a soldier's suit

came out. He was tall and straight, and carried his head and shoulders well. When he smiled he showed his teeth, and they were white and strong. He came up to Johnnie and said, "Hello, John, my name is Mineral Matter. I live in the milk bottle, and if you drink enough milk I'll make your bones and teeth strong, and you will be able to stand up as straight as I do. Of course you have to keep your teeth clean, or they will not stay white very long." Off he went to join the others, and then Johnnie heard a gurgle of laughter. It sounded just like a brook running over the rocks in the springtime. Out danced a fairy girl in a bright shining dress. It sparkled and shone just as the dew-drops do when the sun shines on them. "I am Water," she said to Johnnie. "I live in the milk bottle, and that is why you can drink milk." You must drink it very, very slowly, so as not to drown the fairies!" Then she too ran off.

Johnnie thought all of the fairies must be out of the bottle by that time, but he saw two little faces peeping out as though they were trying to play hide-and-seek. "You can't guess our name," said one of them when she saw Johnnie had spied her. Johnnie guessed every name he knew of, but the fairies kept saying, "No, that isn't it." Finally they had to tell him. "We are the Vitamine twins," said they, "one of us lives with water and the other with milk, and we are the most important fairies in the bottle, for we make you grow." Then they ran off to join the others. Johnnie watched the fairy calories

as they worked and played. The protein calories were chopping and gathering wood, while the sugar and fat calories were building fires. They were all singing and having such a good time. They worked together like one big family, and as they worked they sang:

"We make little folks strong.
We make little folks warm.
We make their cheeks so rosy and red,
Oh, milk is the best food on which to be fed."

Just then some of the fairies saw some flies coming; they ran over to the milk bottle to be sure that it was covered, for of course flies must never be allowed to get into the milk. They wanted to be very sure to keep all the dust out, too, because the good fairies can live only in a clean home. A bell rang and they all jumped back into the milk bottle, waving their hands to Johnnie as they went. Then Johnnie heard some one calling "Johnnie, come, Johnnie, it is lunch time." He jumped up and ran into the house, and what do you think was the first thing he said. "Please, Mother, may I have a big glass of milk?" Of course Mother gave it to him, and while he drank it he told her all about the Milk Fairies.¹

—*Copyrighted and used by permission of The National Dairy Council, Chicago.*

The Wee, Wee Man

Once upon a time, when all the big folks were wee folks, and it is so long a time since that you could never count the years, there lived a wee,

¹ Note: A dramatic version of this story may be secured by writing the National Dairy Council, Chicago.

wee man, and he had a huge, huge cow.

One morning very early out went the wee, wee man to milk his huge, huge cow, and to her he said:

"Hold still, my cow, my pretty,
Hold still, my pretty, my cow,
And you shall have for dinner
A cake of milk white dough."

But the huge, huge cow would not stand still. She jumped, she danced and she kicked, tipping over the milking stool and spilling all the milk.

So the wee, wee man cried out in a loud voice:

"Hold still, my cow, my dearie,
And fill my bucket with milk,
And if you are not contrary,
I'll give you a gown of silk."

But the huge, huge cow would not stand still.

"What is a wee, wee man to do,
With such a huge, huge cow like you?"

Then off he went to his grandmother's house, and to his grandmother he said:

"Cow will not stand still. Wee, wee man cannot milk her."

"Take a stick and shake it at her," said his grandmother. Off went the wee, wee man to the hazel tree for a stick, and to the tree he said:

"Break, stick, break,
And I'll give you a cake."

But the stick would not break, and the wee, wee man went back to his grandmother's house saying:

"Grandmother, grandmother, stick will not break: huge, huge cow will not stand still: wee, wee man cannot milk her."

"Go to the butcher and bid him tie the cow," said his grandmother.

So off went the wee, wee man to

the Butcher, and to the Butcher he said:

"Butcher, tie the huge, huge cow.
She is good for naught for she dances now."

But the Butcher was just sweeping his shop, and he would not tie the cow, so the wee, wee man went back to his grandmother's house, saying:

"Grandmother, grandmother, Butcher will not come. Stick will not break. Huge, huge cow will not stand still. Wee, wee man cannot milk her. What is wee, wee man to do?"

"I know not," said his grandmother, but just then along came a little girl with a cup in her hand.

"Please give me milk to make a cake," said the little girl, "my mother would bake today."

"Run," said the grandmother to the wee, wee man, "tell the huge, huge cow there's a pretty little lady with long yellow hair waiting for a cup of milk."

So the wee, wee man ran as fast as his wee, wee legs would carry him, and he said to the cow:

"You'll not stand for the cake or the gown of silk.
Will you give pretty lady a cup of milk?"

"Moo, Moo," said the huge, huge cow in a huge, huge voice, "that I will."

So she stood very still, and neither jumped, nor danced, nor kicked over the milking stool; and that is how the wee, wee man milked his huge, huge cow after all.

—CAROLYN SHERWIN BAILEY, from
"*Firelight Stories*," used by special
permission of the Milton Bradley Co.

21. Nutrition (Vegetables)

Four College Boys Who Kept Strong

(Daniel I)

Four boys, who were great friends, were taken from their homes and carried far away into a great city in a foreign land to live among strangers. One day the King ordered his officers to select from among the Jewish captives four boys who were the most suitable to enter his service. He wanted them "to be well favored, skillful in wisdom, cunning in knowledge and understanding science." These four boys were chosen and brought into the King's palace to be educated for three years in the King's college for royal service.

Thinking it a great honor to them, and that it would make them strong, the King ordered that these boys should be given a daily supply of the rich food and wine, such as he and all his military cadets received. But the very first time the silver tray, with all of these dainties, was brought to these four college boys, one of them, whose name was Daniel, said to the officer who took charge of them, "Please let us not have this rich food and wine, but have plainer food."

The officer laughed and said: "I am afraid that if you do not eat this rich food your faces will become thinner than those of the other college students, and then the King will cut off my head!"

But Daniel said: "Try us ten days. Give us only vegetables to eat and water to drink. At the end of this period look at our faces and the

faces of the other boys that eat the King's rich food and drink his wine, compare one with the other. You can thus tell if it has done us any harm."

The officer granted the request of Daniel and his friends. Their portion of meat and wine was taken from them for ten days. They were permitted to eat the food they liked best. At the end of that time their faces were fatter and rosier, their bodies plumper, their minds clearer, stronger, and brighter than all the other boys.

At the end of the three college years, the King sat upon a golden throne. All the students were brought before him, and he saw that these four were stronger than all the rest, that they knew ten times as much as the magicians and astrologers in all his kingdom. So Daniel, Shadrach, Meshach, and Abednego, these four friends who were true to their principles showed after all that they kept their health and were stronger and better by going without the rich food and the royal wine.

—*Adapted from the story by W. J SLY, from "World Stories Re-Told."*

The Great Gift

Softly, slowly, solemnly, the chapel bell pealed forth its tones in a cadence sweet and low calling the world to prayer. The brothers knelt in the little chapel in silent uplift of soul each asking for that dearest to the hearts of those he loved best or dearest to his own hopes and dreams.

There was Brother Alemo, tall,

straight, dark and swarthy. His hand had the dexterity that could bring forth from the smooth marble beautiful, graceful figures. He it was who had chiseled from the stone a likeness of the Christ Child so nearly real that all who saw it were comforted and lifted to thoughts more pure.

Farther down the aisle knelt Brother Luelimo, slender, head erect as though he were always listening to the far-off strains of exquisite music. He could blend harmonies so beautiful that they who heard were soothed, strengthened and lifted to the star-lit infinite spaces. Brother Aescelo was the one who was always called to minister to the ills of the body. It was he who went with his healing herbs and soothing touch when sickness laid its heavy hand on the unfortunates.

Farthest down the aisle knelt Brother Barosa, short, sturdy, ruddy cheeked and merry eyed. His thoughts wandered away to the talents of the other brothers. Each one had some gift which classed him apart and superior—each one but him. Long and fervently he prayed that he too should be given some gift, some talent that would place him apart and outstanding. But no answer seemed to come to his prayer. As the shadows lengthened the soft, sunset glow crept through the windows lighting the faces of each one kneeling there. In the stillness a memory of another evening in the long ago came to Barosa—an evening when he sat on the doorstep of the little cottage with his head on his mother's knee. He was telling her his

thoughts, telling her of the wish that he could do some big thing, could have some great gift to give the world.

"Nay, nay, Barosa," said his mother. "The dear Father knows best. Go on doing every day the best thou canst the task appointed for thee. Who knows maybe some great gift shall come to thee through duties accepted generously."

"But all the others have so much," he replied. "Each one has a particular gift. Why should not I too be blessed?"

"Go on thy way," she said, "doing well that which thou findest to do. Accomplish thy tasks with forward face and unreluctant feet. In His own time will come to thee that which thou dost most desire."

With these words ringing in his memory he went away comforted and in his heart resolved to think no more of talent and gifts but to do his daily tasks the best he knew.

Brother Barosa was a gardener. His flowers were famous for their beauty and his vegetables were the best in all the land.

Little children clasped his nose-gays to faces as fair as the flowers themselves; sweet maidens with the first love dream in their hearts wore them; the sick in body or in soul were comforted by them.

They loved his flowers but would have none of his vegetables. "They are but fit for swine to eat," they said. "We want meats and breads made heavy with sweets."

Brother Barosa was sad indeed, but he kept on growing his garden better each year, trying to improve each

vegetable and flower supplying the ones nearest the monastery and giving to any who would accept.

Finally a dreadful plague came upon the people. Sorrow and Death stalked through the land. Brother Aescelo worked night and day to save them and Brother Barosa was ever by his side preparing vegetables for the well and nourishment for those who were ill. His garden now came in good stead. The people for miles around journeyed for what he had there. After weeks and weeks of long, almost unremitting toil health returned to weary bodies and happiness to pain lined faces.

Again the people came to Barosa, some of them kneeling at his feet, all turning to him with grateful hearts. "It is thou who saved us," they cried. "Teach us to make gardens, teach us to grow the vegetables that will keep us from the dreadful plague."

All through the busy springtime, far into the summer he worked, directed and advised. There was so much to do, so many to be taught that he forgot his dream.

Autumn came with its bountiful harvest. One day a call came for every one to assemble in the public meeting place for a thanksgiving. A suppressed excitement was in the air. Brother Barosa went with the others to the seats on the platform reserved for them. A man high in honors of state and good in soul was to address the crowd gathered there. He talked of the plague, of the deliverance and of the reasons why the people should be thankful.

Then turning to Barosa, he said, "It is thou, Barosa, who hast con-

ferred the greatest gift of all on the people. By thy patient, faithful work in the little things thou wast ready when they needed thee. Above all here thou hast done best, because thy gardens saved the lives of so many. We have met today to pay thee honor, to rejoice in thy perfect gift. Our Barosa, greatest and best of all here, we salute thee."

The people took up the call until it seemed their voices reverberated against the sky. And Barosa, his heart well nigh bursting with joy and gratitude, knew the great gift had come to him through doing his daily duties well, and his soul was content.

—THERESA DANSDILL.

The Potato Choosing Boy

Once upon a time, there was a boy who lived with his sister in a tepee made of vines. They lived on a large green island. Everywhere grew plants covered with scarlet flowers on delicious berries. A tree with big leaves like fans waved over the tepee and birds, red, yellow and blue sang among the leaves. Oh, it was a beautiful island!

The brother and sister played all the day long, eating as many berries as they wished. But the sister was not happy. Each morning she arose when the Sun rose and sang:—

"There are many berries on the bushes,
There are many birds in our tree,
There are many children in the big
World,
But only two in our tepee!"

One morning the boy made himself a bow of yellow wood, and two arrows tipped with green and blue feathers: then he said:—

"Farewell sister! I am going out

to the big World to find your lost happiness."

The sister answered:—

"Know that my heart is sad because there are no children on our island to play with me. Each month when the Moon is full I paddle the canoe down the river to the Big Sea Water and visit a beautiful island where there are many children. I play with them and they give me good things to eat. But when I get into my canoe to come home the girls laugh at me and say: 'We will not go to your island because you have only berries to eat.' So I return home sorrowful."

The boy comforted her, saying: "I will go to the Medicine Man of the Black Rock and ask him what to do."

He launched his canoe in the river, and paddled down to the Big Sea Water. He hoisted a tiny red sail and the wind blew him, blew him night and day across the waves. At last he came to a large black rock standing out of the water. From its top rose a cloud of white smoke.

The boy jumped out of his canoe, sang a magic song and a door opened in the rock. He stepped into a room. On a Magic Deerskin in the middle of the room sat the old Medicine Man.

Stepping up to him the boy laid the yellow bow and the green blue plumed arrows at his feet. He softly breathed his magic song.

The old Medicine Man smiled and said:—

"Mighty is your magic song, my son. I know what you want. You may choose a gift for your sister from my Magic Garden of Plants."

So saying, he rose from his Deerskin and struck the wall. Immediately it opened and the boy stepped into a garden filled with waving green plants.

All their leaves began to rustle and he heard little voices crying around him: "Pick Me!" "Pull Me!" "Pluck Me!"

He looked carefully about, but he did not know which plant to choose for his sister. Some were covered with beautiful red flowers, others had strange fruits growing on them.

A voice at his right foot cried out: "Pick me! Pick me! I will warm you when the cold, cold winter comes."

The boy saw near his right foot a large plant hung with Red Peppers like big scarlet bells.

He thought to himself: "Peppers will burn my sister's mouth."

A voice at his left foot cried out: "Pluck me! Pluck me! I will refresh you when the hot, hot summer comes."

He saw near his left foot a big plant hung with luscious Tomatoes, smooth and red.

He thought to himself, "Tomatoes alone will not strengthen my sister."

Then a voice cried out in front of him: "Pull me! Pull me! I am sweet and brown! I am mealy and white. Eat me! Eat me!"

The boy saw in front of him a homely brown plant. He pulled and pulled. The plant came up and there on its roots were many brown balls each holding a secret.

He thought to himself: "I shall take this home to my sister."

The old Medicine Man let him

have the plant and he stepped into his canoe. He hoisted his tiny red sail and the wind blew him, blew him across the waves to his home.

His sister ran to meet him. He gave her the plant. She picked all the brown balls off its roots and buried some in the earth with hot stones.

When she dug them up, they were puffy and hot, snow white inside and delicious.

The boy took the rest of the brown balls and buried them in the earth without the hot stones and left them there. By and by green plants grew, their roots hung with brown balls.

Then the brother and sister made a great feast and asked all the children from the island in the Big Sea Water. They came and after they had tasted the puffy brown balls they wished to stay forever. They named the brother "Potato-Choosing-Boy" and so he was called all his life.

His sister laughed and sang:—

"There are many berries on the bushes,
There are many birds in our tree,
There are many children on our island,
And joy in our tepee."

—FRANCES JENKINS OLCOTT, *from the "Wonder Garden."* Used by permission of and by special arrangement with the Houghton Mifflin Co.

22. Posture

Old Scowly Spine Pack

Old Scowly Spine Pack looked at the boys and girls who lived in a beautiful state in the Mississippi Valley.

He chuckled to himself and said, "Good, good! I'll get every one of them. I'll get every one of them!"

"Whom will you get? and how will you get them?" asked Merry Brown Robin.

"The boys and girls, the boys and girls," said Old Scowly Spine Pack. "They sit bent over their books, huddled in their chairs or slid way down at their desks. When they do this I make the little cushions between the bones of the back all packed so hard that they will not be straightened out again."

"Oh!" said Merry Brown Robin, "That will make the boys and girls weak and hollow-chested. Poor chil-

dren! They will not be happy at all."

And Merry Brown Robin did like to see everybody happy.

"Happy?" said Old Scowly Spine Pack. "What's that? I like to see them all crooked, cross and crabbedy."

"Oh," said Merry Brown Robin in a little sorry voice. "Nobody likes to be near them or to play with them when they look all cross and crabbedy."

But Old Scowly Spine Pack only scowled the harder as he walked away, crooked, cross and crabbedy himself.

Merry Brown Robin flew to the west waving willow tree, perched among the branches on the sunny side and thought and thought.

"What can I do? What can I do? Whom shall I tell? Whom

shall I tell?" he chirped. "We do want the boys and girls to be happy. We want them to look straight and tall and brave. Maybe if they look straight and tall and brave they will grow to be that way."

But he could think of no way to help them, so he sang his evening song, tucked his head under his wing and went to sleep.

The next morning at the very first dawn of light he awakened, sang his merry morning song, took his bath, ate his breakfast and started to think again.

"How can I keep Old Scowly Spine Pack from getting the boys and girls? How can I?"

The sun rose higher and higher; he thought harder and harder, but still he found no way to help.

He saw some boys and girls going to a big building with many, many windows. He flew to a tree near one of the windows that was open and looked in at the boys and girls.

Old Scowly Spine Pack was just outside looking very, very cross, indeed.

Merry Brown Robin saw a sweet, pretty lady talking to the boys and girls. They were listening eagerly to what she was saying.

He saw her take a silk flag, hold it up before the children, and say:

"This is the flag we love so well. This is the flag of our own beautiful country. Its colors say, be strong, be brave, be faithful. But no one can be strong who sits huddled over in school or at home. No one can be brave whose head is not erect, who does not try to sit straight and stand straight. No one can be faithful

who does not try to grow strong and to be brave.

"This is the message the flag brings to you. Because you love it, we know you want to do what it wants you to do.

"This is not always easy, but we know you will try. It means every day, to sit erect, to stand straight, at home, at school, everywhere.

"It means washing your hands before placing food in the mouth or before preparing it for others; bathing often; brushing the teeth; eating wholesome food; breathing fresh air; getting sufficient sleep and being helpful to others. All this means hard work, but it makes you good looking, strong, healthy and happy.

"To be all this, to do all this, shows better our love for our flag and for our country than anything else we can do."

How Old Scowly Spine Pack did scowl! He knew this sweet-faced lady would teach the boys and girls the very things that would keep him away forever and a day.

But Merry Brown Robin sang and sang. He sang so merrily that he tumbled head first off the branch of the tree and had to spread his wings very quickly indeed to keep from falling right into the schoolroom.

"Now I know who can help. Now I know who can help," he sang.

"The nurses and the teachers! The nurses and the teachers! They can drive away Old Scowly Spine Pack any day because they are teaching the boys and girls to form habits that will make them well and strong. But the boys and girls themselves

must help! They must try every day to keep him away!"

If Merry Brown Robin looked in your schoolroom window, would he find somebody there who is keeping Old Scowly Spine Pack away?

—THERESA DANSDILL.

The Story of the Young Prince and the Robber Children

A story is told of a young prince who was once traveling with some of his courtiers to a distant city. The party was set upon in the forest by robbers, who killed all the attendants and carried off the prince as a prisoner. They took off his fine clothing, made him pile wood, carry water and do the rest of the work of the camp, just as their own children did.

The governor of the city heard from the people in the forest about the kidnapping, and he sent out soldiers, who drove off the robbers and brought all the children in the camp to the governor's palace. The young prince told the soldiers who he was and thanked them for rescuing him. The robbers' children, however, were as bad as their parents. As soon as

the real prince had spoken, one of them cried out, "That is not true. He is not the prince. I am the prince." And another said, "No, I am the prince;" and another, and another. Prince and all were dirty and clothed in rags. No one in this city had seen the prince since he was a baby, and the soldiers were much puzzled to know what to do.

The governor of the city, however, was an old man and very wise. He had all the would-be princes brought before him. After looking at them all for a moment, he went up to the real prince and said, "Your Highness, I know that you are the prince because you hold yourself like a king; and I know that these others are the children of the robbers because they slouch and crouch like thieves, as they are."

If you were kidnapped as the Prince was, could any one tell you from one of the robber children by the way you hold yourself?

—C.-E. A. WINSLOW, *from "Healthy Living," Book I. Copyright, 1918, by Charles E. Merrill Co.*

23. Rest

Christopher's New Year

"Christopher Mardon!" cried a voice, so distinctly that Chris, who had been asleep for hours, gave a start and sat up in bed.

"Yes, that's my name," he answered.

Oddly enough there were several strangers in his room—which, by the by, seemed to have grown much

larger than it was the night before—but no one paid any attention to him, or appeared even to see him.

Chris drew the bed-clothes up to his chin, and watched the proceedings with curiosity. The center of the group was a venerable figure of noble appearance; a scythe was leaning against the chair he sat in, and an hour glass stood on a table close to his elbow.

"Old Father Time," Chris said to himself, pleased at recognizing an acquaintance.

He was quite right, and the next moment Father Time, glancing round the group from under his thick white eyebrows said:

"Christopher Mardon! His New Year! Those of you who have just and reasonable claims upon it step forward, that I may judge them, and award you your portions."

"My New Year! But I want it myself," thought the little boy, astonished and somewhat indignant. But he did not dare to interfere; Father Time looked so serious and majestic, and his voice sounded deep and grave.

"Why mayn't I keep my New Year to myself, I wonder?" thought Chris.

He listened eagerly, as one by one the shrouded forms surrounding Father Time made their demands. First came the dark-eyed Angel of Sleep, trailing her dusky garments; she wore a diadem of stars, and with her was the Prayer Angel, who had a beautiful, heavenly face and white wings.

"I want at least ten hours of his time every night," said Sleep. "And I," softly said the Prayer Angel, "want a wee bit every night and morning."

When the claims of these two had been settled the Wardrobe Fairy, as she gave her name, bustled to the front; she grumbled a little at the allowance made to her, saying that she should never get Chris dressed in the morning unless she were given another quarter of an hour.

"He's a dreadful little dawdle," she complained softly; and Chris al-

most jumped, it sounded so much like Nurse's voice. He pulled the counterpane up higher for fear the Wardrobe Fairy should turn round and fix her eye upon him.

"But this year, I have an idea he is going to behave better," said Father Time consolingly; "however, you can take another five minutes a day, if you like. But no more, you understand!"

Next came a serious person called Dame Instruction; she wore spectacles, and carried a bag full of lesson-books. Close beside her capered a winsome little elf so full of laughter and merry ways that it made even Father Time smile to see her.

The delightful creature was Fairy Play, and Chris took an immense fancy to her on the spot. Then there was Fairy Kindheart, who had a very sweet, gentle expression; she said that she brought forward her claim, because every child, however small, ought to spend some of his time doing things for other people. There was also a portly person rather like a cook, whose name was Dame Mealtime; and Father Time told her that she was quite right to appear with the others, for her claim was a very proper one. He promised to give her an hour and a half every day, and more if she required it.

"There, that business is finished, I think; and I hope everybody is satisfied," he observed, taking up his hour-glass. "I must be off to see that they ring the New Year bells at the proper moment."

"But what about us?" broke in a disagreeable voice. "We have our claims, too, Father Time."

Three figures had entered the room, and Chris, with a shiver of dislike, thought he had never seen such ugly faces as they possessed. A black dog, ugly to match, slunk at the heels of one of the trio, at the sight of whom the Prayer Angel turned away her eyes with a sorrowful look.

"You know us well enough," said another of the newcomers, and yawned loudly.

"Oh, I know you," answered Father Time shortly, "and your acquaintance gives me no pleasure at all, I can assure you. Idleness, Sulks and Bad Temper; and I see Sulks has his black dog with him as usual. Well, what business brings you here?"

"Same business as the other folks, I suppose," growled Bad Temper. "We wait our share of the boy's time, like last year."

Chris felt very uncomfortable; the Prayer Angel folded her hands.

"Well, there are a few odd hours left over," Father Time admitted with reluctance, "but I hope—"

"We claim those, then," cried Sulks in triumph.

"And it's a poor allowance at that," sleepily put in Idleness, who was fat, and had little pig's eyes.

"I shouldn't give them a single minute," spoke up Dame Instruction, in her authoritative way.

Father Time shook his head regretfully.

"It is true what these sorry rascals say, that they had bits here and there of Christopher's time last year. So I suppose I must allow their claim."

The Prayer Angel sighed, and Dame Instruction frowned.

Chris hesitated; he did not know what to do. But he hated the thought that the three ugly creatures standing there were to have some of his nice New Year. So he plucked up heart and cried: "Don't give them any of my time, please, don't!"

The others seemed aware of his presence now. All eyes were turned towards his little bed, and he could see Sulks and his companions scowling heartily.

"Don't let them have any of my New Year!" Chris called out more urgently. "I don't like them at all!"

A slight smile crossed Father Time's wrinkled face, and he spoke in a gentle tone.

"This is rather out of order, Christopher," he said, "but for this once I will leave the matter in your hands. Promise me, on your word as a gentleman, that you will try your best not to be idle, or sulky, or bad-tempered during this next year, and I will send these fellows away. What do you say?"

"Oh yes, yes, I promise!" cried Chris with fervor.

"Be off, and take your ill-conditioned dog with you!" shouted Father Time, so sternly that the trio disappeared through the door in a twinkling. Chris breathed freely once more; the air seemed so much clearer.

"I am so very glad!" he murmured gratefully.

Father Time looked at him kindly.

"I hope you will keep your promise," he said; "and as for those odd hours, I will give them to Dame In-

struction and Sleep with a wee bit of time for Play."

Fairy Play was smiling and holding out her hands pleadingly, as if she wanted them herself, and Chris would have been charmed to have had it arranged that way. But he did not dare say anything, especially as Dame Instruction was making a note of her extra allowance in the book she carried hanging from her girdle.

"I must be off," observed Father Time; and at that moment a distant clock began to strike twelve. The light in the room faded slowly away. Soon Chris could no longer distinguish any of the figures, although he fancied he could hear the soft-trailing robes of the Angel of Sleep.

Suddenly, upon the silence, broke the sound of happy joy-bells, ringing in the New Year.

—OSCAR HUGH BAKELESS, *from* "Twinkle Tales."

The Go to Sleep Story

"How can I go to bed," said Penny, the flossy dog, "until I say good-night to Baby Ray? He gives me part of his bread and milk, and pats me with his little, soft hand. It is bedtime now for dogs and babies. I wonder if he is asleep?"

He trotted along in his silky, white nightgown until he found Baby Ray on the porch in Mother's arms.

She was telling him the same little story that I am telling you:

The doggie that was given him to keep,
keep, keep,
Went to see if Baby Ray was asleep,
sleep, sleep.

"How can we go to bed," said Snowdrop and Thistledown, the youngest children of Tabby, the cat,

"until we have once more looked at Baby Ray? He lets us play with his blocks and ball, and laughs when we climb on the table. It is bedtime now for kitties, dogs and babies. Perhaps we shall find him asleep." This is what the kitties heard:

One doggie that was given to him to keep,
keep, keep,
Two cunning little kitty-cats, creep, creep,
creep,
Went to see if Baby Ray was asleep,
sleep, sleep.

"How can we go to bed," said the three little Bunnies, "until we have seen Baby Ray?" Then away they went in their white, velvet nightgowns as softly as three flakes of snow. They too, when they got as far as the porch, heard Ray's mother telling the same little story:

One doggie that was given to him to keep,
keep, keep,
Two cunning little kitty-cats, creep, creep,
creep,
Three pretty little bunnies, with a leap,
leap, leap,
Went to see if Baby Ray was asleep,
sleep, sleep.

"How can we go to bed," said the four white Geese, "until we know that Baby Ray is all right? He loves to watch us sail on the duckpond, and he brings us corn in his little blue apron. It is bedtime now for geese, rabbits, kitties, dogs and babies, he really ought to be asleep."

So they waddled away in their white, feather nightgowns, around by the porch, where they saw Baby Ray, and heard Mother tell the "Go Sleep" story:

One doggie that was given to him to keep,
keep, keep,
Two cunning little kitty-cats, creep, creep,
creep,
Three pretty little bunnies, with a leap,
leap, leap,

Four geese from the duck-pond, deep,
 deep, deep,
 Went to see if Baby Ray was asleep,
 sleep, sleep.

"How can we go to bed," said the five white Chicks, "until we have seen Baby Ray once more? He scatters crumbs for us and calls us. Now it is bedtime for chicks, geese, rabbits, kitties, dogs and babies, so little Ray must be asleep."

Then they ran and fluttered in their downy white nightgowns, until they came to the porch where little Ray was just closing his eyes, while Mother told the "Go Sleep" story:

One doggie that was given to him to keep,
 keep, keep,
 Two cunning little kitty-cats, creep, creep,
 creep,
 Three pretty little bunnies, with a leap,
 leap, leap,
 Four geese from the duck-pond, deep,
 deep, deep,
 Five downy little chicks, crying peep,
 peep, peep,
 All saw that Baby Ray was asleep, sleep,
 sleep.

—EUDORA BUMSTEAD, *published in*
"Twinkle Tales."

Santa Claus' Sleepy Story

There was once a little girl who would not go to sleep, and it was Christmas Eve! Her red stocking hung in the chimney corner, her little pink self was snuggled deep down in the soft blankets, but her blue button eyes were wide open.

"What shall I do about this?" thought Santa Claus, who was waiting on the snowy house roof beside the chimney. "I can not drive over to the next house until I have filled this little girl's stocking and left her a shut-eye doll, and I can not go down the chimney until she is asleep."

So Santa Claus peered down the

chimney, rubbed his nose, pulled his beard, and then called softly to the cricket who lived in the hearth.

"House Cricket, will you put away your fiddle, your little brown fiddle, until Christmas morning so that the little girl may go to sleep?" asked Santa Claus.

But the cricket, who was improvising a new Christmas tune, merry and shrill, chirped back up the chimney, "I will put away my fiddle, Santa Claus, if the gray mouse will stop dancing here on the hearth."

Santa Claus called down the chimney very softly to the gray mouse, who tripped and skipped on the toes of her little gray feet to the tune of the cricket's chirping, and he said,

"Gray Mouse, Gray Mouse, will you stop dancing, that the House Cricket may stop fiddling, and the little girl may go to sleep?"

But the gray mouse liked to watch her own gray shadow dancing beside her upon the hearth, so she chattered back to Santa Claus,

"How can I stop dancing when the Christmas star spreads a path here for my feet?"

Santa Claus put his chubby hands to his cherry lips and he called way, way up to the sky where the Christmas star shone, "Christmas Star, will you please stop making a path on the hearth, that the gray mouse may stop dancing, the cricket stop fiddling, and the little girl may go to sleep?"

But the Christmas star had just found a way to shine into the little girl's nursery, and wanted to keep on shining. "I can not do as you ask me," it twinkled back to Santa Claus,

"unless the clouds cover my face with a veil of snow."

Santa Claus stopped a drifting cloud that hung in the sky just over the roof of the house, and he said to it, "Oh, Fleecy Cloud, will you cover the face of the star with snow, that the gray mouse may stop dancing, the cricket stop fiddling, and the little girl may go to sleep?"

But the fleecy cloud, in a soft voice that sounded like the winds, said, "I have no snow. You must ask the frost to give me some."

Santa Claus listened, and, snap, crackle, there was Jack Frost right beside him at work on the sides of the chimney. "Jack Frost," said Santa Claus, "will you give the cloud some snow to cover the face of the Christmas star? Then the star will not shine for the gray mouse to dance, the cricket will stop fiddling, and the little girl will go to sleep. It is Christmas eve, and she is still awake."

"I will," gaily called back Jack Frost, who had just finished putting a coat of Christmas sparkle on the roof, and had hung a row of Christmas icicles to the eaves.

The frost filled the fleecy cloud with snowflakes, the snow covered the face of the star, then the star stopped shining for the gray mouse to dance, and the cricket put away his fiddle. It was quiet, and dark, the snow fell, and fell, and fell. Santa Claus crawled softly down the chimney, filled the stocking, and put the shut-eye doll in the chair besides the stocking, for the little girl was fast asleep.

—CAROLYN SHERWIN BAILEY, from
"*Merry Tales for Children.*" Used

by special permission of the Milton
Bradley Co.

The Story of Twinkle

The White Owl told the story. He said he had known Twinkle for ever so many years but in all that time she had never grown the least bit older. She was always the same gay little star trotting around among all the great stars with nothing special to do, because, you see, she was the smallest one in the whole sky.

She never kept still a minute, the White Owl said. She wanted to sit on the tip of the Little Bear's ear but he would not let her. She was always trying to carry the Dipper about only it was so heavy that she couldn't lift so much as the end of the handle.

Once she lost herself in the Milky Way. For days and days the White Owl didn't see her, but one evening he saw her again.

There she was, perched on a cloud, looking just as pretty as ever. She was not the least bit crumpled or mussed from being in such a crowd of other stars but the White Owl thought that she looked a little sorrowful.

"What is the matter, Twinkle?" the White Owl asked.

"I am not very happy," Twinkle called down sadly. "I haven't anything to do up here in the sky and nobody seems to want me. I am so small."

Now the White Owl was a kind old fellow. He had a fine warm heart under his feathers. He felt sorry for Twinkle so he thought he

would try to cheer her by telling her the things he saw each night.

"You stay right there, Twinkle," he said, and "I'll tell you about Dear Heart. She has not gone to sleep yet."

"Who is Dear Heart?" asked Twinkle, leaning over the edge of the cloud to listen.

"She is a little, *little* girl," said the White Owl.

"She lives in the house down here by the pine tree. She has had her supper and she has been put in a nice, cool white bed. The lights in the Nursery are turned out. Dear Heart's kitten is fast asleep by the fire. The white pony is asleep in his stall in the barn. The Teddy Bear is fast, fast asleep in the doll's house but Dear Heart can't seem to close her eyes."

"What will you do about it?" Twinkle asked. She seemed very much interested.

"Oh, I'll do something," said the White Owl. "I will call the dream sheep."

The White Owl flapped his wings three times and called from the top of the pine tree:

"Too-whoo, too-hoo-oo!—oh what shall we do to send Dear Heart to sleep-sleep?"

Come little white sheep,
Down a little white hill,
Following one by one, until
Seven are over—, so white and so still.

"Do you see them?" asked the White Owl. "Are they coming?"

"Yes," Twinkle could see them. They were coming slowly in a long line.

"One-two-three-four-five-six-seven,

there," she said, "the last one has gone by."

"Ssh!" said the White Owl, "or you'll spoil it all. Why, bless me! Dear Heart is still awake."

"What is to be done now?" Twinkle asked.

The White Owl scratched his forehead with one claw for a minute, then he spoke.

"I fear it is really a case for the Sandman," he said. "I don't like to call him because he is such a busy old chap, but I suppose I shall have to call him."

Once more the White Owl flapped his wings three times and once more he called from the top of the pine-tree:

"Too-whoo, too-whoo! Ah, what shall we do to put Dear Heart to sleep-sleep? Come Sandman!"

"Do you see him anywhere in the road," asked the White Owl anxiously after a pause?

"He is climbing in Dear Heart's window," said Twinkle. "He will sprinkle sand all around, then she will close her eyes and go to sleep."

"Ssh, Twinkle! There he is coming out of the window. But bless me! He has used all his sand and Dear Heart is not asleep," said the White Owl.

It really seemed as if there was nothing else to be done. But now comes the strangest part of the story. The White Owl told it so of course it is true.

Twinkle called softly down from the sky. "I am coming down. I think I am just big enough to put Dear Heart to sleep."

Twinkle gathered her rays around

her just precisely the way a fairy picks up her petticoats before she jumps—then she fell—and fell—and then fell some more.

She just touched the White Owl's head on the way down and there where she kissed him, he has a little patch of silver on his feathers ever since. Then she sifted herself softly through the Nursery blind and twinkled herself over Dear Heart's bed. She filled Dear Heart's eyes so full of starshine that they had to shut to keep it all in. Dear Heart was asleep at last. When she awoke in the morning there was starshine in her eyes still.

And what do you suppose happened? Twinkle had set a fashion. When she tumbled down from the sky it made the other stars think they'd like to try it too.

You never knew where falling stars went? Listen! Every one comes tumbling down to close some Dear Heart's sleepy eyes and to fill them with starshine for the morning.

—CAROLYN SHERWIN BAILEY, from *"The Outdoor Story Book,"* copy-right and used by special permission of the Pilgrim Press.

The Wake Up Story

The sun was up, the breeze was blowing, and the five chicks, four geese, three rabbits, two kitties, and one little dog were just as noisy and lively as they knew how to be.

They were all watching for Baby Ray to appear at the window, but he was still fast asleep in his little white bed, while mother was making ready the things he would need when he should wake up.

First, she went along the orchard path as far as the old wooden pump, and said: "Good pump, will you give me some nice, clear water for the baby's bath?" The pump was willing.

The good old pump by the orchard path
Gave nice, clear water for the baby's bath.

Then she went a little farther on the path, stopped at the woodpile and said: "Good chips, the pump has given me nice, clear water for dear little Ray: Will you come to warm the water and cook his food?"

The chips were willing.

The good old pump by the orchard path
Gave nice, clear water for the baby's bath.

And the clean, white chips from the pile
of wood
Were glad to warm it and cook his food.

Mother went on until she came to the barn. She said to the cow: "Good cow, the pump has given me nice, clear water, the woodpile has given me clean, white chips, for dear little Ray; will you give me warm, rich milk?"

The cow was willing.

Then she said to the top-knot hen that was scratching in the straw: "Good Biddy, the pump has given me nice, clear water, the woodpile has given me clean, white chips, the cow has given me warm, rich milk for dear little Ray; will you give me a new-laid egg?"

The hen was willing.

The good old pump by the orchard path
Gave nice, clear water for the baby's bath.

The clean, white chips from the pile of
wood
Were glad to warm it and cook his food.

The cow gave milk in the milk-pail
bright,
And the top-knot Biddy an egg new and
white.

Then mother went on until she came to the orchard. She said to a Red June apple tree: "Good tree, the pump has given me nice, clear water, the woodpile has given me clean, white chips, the cow has given me warm, rich milk, the hen has given me a new-laid egg for dear little Ray; will you give me a pretty, red apple?"

The tree was willing.

Mother took the apple, the egg, the milk, the chips and the water to the house. There was Baby Ray in his nightgown looking out of the window.

She kissed him, bathed him, dressed him, and while she brushed and curled his soft, brown hair, she told him the Wake Up Story I am telling you.

The good old pump by the orchard path
Gave nice, clear water for the baby's
bath.

The clean, white chips from the pile of
wood

Were glad to warm it and cook his food.
The cow gave milk in the milk-pail
bright;

The top-knot Biddy an egg new and
white;

And the tree gave an apple so round and
so red,

For dear little Ray who was just out of
bed.

—EUDORA BUMSTEAD, *published in*
"Twinkle Tales."

24. Right Thinking

The Colors of the Rainbow

"Child," asked the Fairy, "how are you off for Rainbows?"

"Rainbows!" said the Child, "how could I have a Rainbow with my dull life? You have to have sunshine for that."

"Ah, but, Child," returned the Fairy, "you also have to have rain. Do you know what the Rainbow colors mean?"

"No," said the Child. "What do they mean?"

The Fairy smoothed her long, white wings. "Violet is For-Other-Peoples-Sorrows. Indigo is Troubles-of-Your-Own. True Blue is for Honest-Purposes and Green for Living-Happy-Memories."

"And Yellow?" asked the Child softly. "I love yellow."

"Yellow is the Blessings-We-For-

get. Orange,—splendid glowing Orange, is God's Promise-of-Victory, and Red is the Richness-of-Health-and-Life."

The Fairy bent to tighten her heel-wings. "So you see, Child, you need both Sun and Rain to make a Rainbow."

"I see," said the Child. "What is the Sun?"

"The Sun is the Love-That-is-in-You."

"Oh! and what is the Rain?"

"The Rain is the Need-Right-Around-You."

"Oh!" said the Child. "And can I—"

"You certainly can," said the Fairy, smiling as she vanished.

—GLADYS WOLCOTT BARNES, *used by permission of the Living Church Magazine.*

The Foolish Bears

Once upon a time, there were three bears who lived in a hollow tree. There was a Papa Bear, a Mama Bear and a Baby Bear. Upstairs in the tree, lived Mr. Squirrel, who was a very good friend of the Bears, although they never could get around nearly as fast as he could.

One day, Papa Bear, Mama Bear and Baby Bear all went out for a walk. Well, when they came back and went up near the door of their house, Papa Bear saw a branch which had blown off the tree, lying near the door. He began to think: "Suppose a hard wind should come up, and blow and blow and blow that branch right across the door of our house! If we were inside we couldn't get out and if we were outside we could not get in—what a terrible thing that would be!" and Papa Bear sat down and began to cry.

"What is the matter?" said Mama Bear. "Do you feel bad?"

"Just look at the branch off the tree," said the Papa Bear. "Just suppose a hard wind should come up and blow and blow and blow the branch right across the door of our house! If we were inside we could not get out and if we were outside we could not get in—what a terrible thing that would be!"

"Dear me, what a terrible thing that would be!" said the Mama Bear, and she sat down beside the Papa Bear and began to cry too.

Then Baby Bear came running up and found them both crying.

"Oh, *what* is the matter?" whimpered Baby Bear.

"Look at that branch off the tree," said Mama Bear. "Just suppose the wind should come up and blow, and blow and blow the branch right across the door of our house! If we were inside we could not get out and if we were outside we could not get in—what a terrible thing it would be!"

"Oh, dear! Oh, dear!" cried Baby Bear and sat down beside the other two and began to cry.

While they were sitting there, Mr. Squirrel came along, and he saw that they were all crying. He looked at them a minute, and then said: "Well, what makes you all cry so hard?"

"Oh," said Papa Bear. "Look at that branch off the tree—what if a hard wind should come up and blow and blow and blow the branch right across the door of our house! If we were inside we could not get out, and if we were outside, we could not get in—what a terrible thing it would be!" And then they all started to cry harder than ever.

But Mr. Squirrel began to laugh, and said: "Why don't you take the branch in your mouth and drag it away where it can not blow in front of the door of your house?"

"Why, we never thought of that," said the bears, and Papa Bear took the branch in his mouth and dragged it away behind the tree.

"Well, well," said Mr. Squirrel, "I never saw three such foolish animals as you are! I am not going to live with you any more, just now, but I will go on a little journey, and if I can find three animals as foolish as you are, I will come back and live upstairs in your tree again." So he

said goodbye and started off on his journey. And the bears began to cry again because Mr. Squirrel would not live upstairs in their tree any more, just now.

Well, Mr. Squirrel went along over the soft leaves which had fallen on the ground, a-hopping and a-jumping and a-laughing to himself. All of a sudden, he saw a turtle trying to climb up a big high stone which was in his way. Now, this stone was very high, but not at all wide at the bottom.

"What are you doing?" asked Mr. Squirrel.

"Why," said Mr. Turtle, "I want to go to see my friend, Mr. Snapping Turtle, but this stone is right in my way. I have been trying and trying to climb over it."

"Well," said Mr. Squirrel, "why don't you go around it?"

"Why, I never thought of that," said Mr. Turtle. "Thank you," and he went around the stone and went on his way.

Well, that was *one* foolish animal.

Mr. Squirrel went along a-hopping and a-jumping and a-laughing to himself.

Pretty soon he came to a big old Rabbit sitting on the ground, looking up at the sky, and holding his mouth wide open.

"What are you doing?" said Mr. Squirrel.

"Why," said Mr. Rabbit, "I am so thirsty and I have been sitting here all day waiting for some rain to fall into my mouth so I can get a drink."

"Well," said Mr. Squirrel, and laughed and laughed. "Why don't

you go over to the brook behind you and get a drink?"

"Dear me," said Mr. Rabbit, "so I can! I never thought of that!" And he said, "Thank you," and went down to the brook where he got a nice, cool drink.

So that was another foolish animal which made *two*.

Mr. Squirrel took a drink too, for he was thirsty by that time, himself. Then he went on, a-hopping and a-jumping and a-laughing to himself, and pretty soon, he came to a wild plum tree, full of plums. There was an old bear sitting under it, just looking and looking at one plum 'way up near the top of the tree. Now the ground was all covered with plums.

"Dear me," said Mr. Squirrel, "what are you doing?"

"Why," said the old bear, "I am so hungry and that plum I am looking at *won't* fall down so I can eat it."

"Well," said Mr. Squirrel, "why don't you eat some of these nice ones here on the ground?"

"Dear me," said old Mr. Bear, "I never thought of that! Thank you," and began to eat as fast as he could.

So there were *three* foolish animals, all more foolish than those at home.

So Mr. Squirrel turned around and went home a-hopping and a-jumping and a-laughing to himself all the way.

When Papa Bear and Mama Bear and Baby Bear saw him coming they all stopped crying and ran to meet him and they lived in their tree together, some upstairs, and some down

and were happy as four animals,—three of them foolish ones—could be.—MIRIAM M. BROUSE, from *"The Storytellers' Magazine," March, 1914.*

The Dove and the Woodpecker

A dove and a woodpecker had been visiting a peacock.

"How did you like our host?" asked the woodpecker, after their visit. "Do you not think his vanity, his shapeless feet and his harsh voice are very disagreeable?"

"Indeed I had no time," said the dove, "to notice these things. I was so occupied with the beauty of his head, the gorgeousness of his coloring and the majesty of his train."

—*An Old Fable.*

The Hunger for Happiness

It was a hot summer morning in one of the poorer streets of Boston. At one open door there stopped many women on their way to work, leaving their babies to be cared for during the day. Boys came there to play, and girls who brought their smaller brothers and sisters with them. At the door of this mission playroom there also arrived a little later a lady of gentle manner and smiling face, whose name was Alice Freeman Palmer.

Every week she came. This morning as she stepped into the front room, she found many young girls each holding a baby, and even babies without these young care-takers, awaiting her. She said, "What shall I talk to you about this morning?"

It might be expected that on such a summer day they would think of

the green fields, or the shaded woods, or the breezy seashore, that they had seen on some country day excursion. Or, perhaps, glimpses of children from favored homes might have reminded them of pretty gowns, gay dolls, and automobile rides with father and mother. But none of these themes was suggested. Up spoke a small, pale-faced, heavy-eyed child, with a great fat baby on her knee. "Tell us how to be happy!"

It was hard then for this loving woman to meet the eyes of these over-weighted little creatures, almost in their infancy, bearing the heavy burdens of life. But the quick sympathy and wisdom that made her a trusted and beloved guide as president of a college, did not fail her here. Her mental vision easily reached to their horizon, taking in all the possibilities open to them. She was ready with these three rules for their pursuit of happiness. But first she required of them the promise that they would not skip a single day, for skipping would be fatal.

"The first rule is that you will commit something to memory every day, something good. It needn't be much, three or four words will do; just a pretty bit of poetry, or a Bible verse." She was afraid they would not understand, but one little girl with flashing black eyes, cried from a corner of the room, "I know; you want us to learn something we'd be glad to remember if we went blind!"

Then she gave them her second rule: "Look for something pretty every day; and don't skip a day, or it won't work—a leaf, a flower, a cloud. You can find something." A leaf or

a flower in the stifling city slums? Yes, there might be here and there a beauty-loving soul that would keep itself alive upon the ministry of God's green leaf or a flower. But the clouds, whose glowing tints and wondrous forms thrill us with their beauty! It has been discovered that there are little children whose eyes are never lifted up to the sky-line so far above their heads. The teacher added this instruction: "Stop long enough before the pretty thing you have spied to say, 'Isn't it beautiful!' Drink in every detail, and see the loveliness of it." They promised, to a girl.

The third rule, Mrs. Palmer feared, would seem very hard to such tiny children. She said: "My third rule is—now mind, don't skip a single day—do something for somebody every single day." But their response was, "Oh, that's easy!" That was their life. They were trained, these little creatures, to make the baby their first thought; and errands for the tired mother must be their play.

It may be that fate was kinder to them than we know, making it the very alphabet of their lives, that the hunger for happiness finds its satisfaction in what we do for others.

Mrs. Palmer tells us that the following week, in hotter weather, if possible, as she was making her way along a very narrow street, she was suddenly caught by the arm, and heard the exclamation, "I done it!" "Did what?" she asked of the tiny girl beside her, with the big baby asleep in her arms. "What you told us to do; and I never skipped a day, neither," she replied. Then the

sleeping infant was deposited on the sidewalk while the sympathetic teacher heard the little pupil's report. "Well," she said, "I never skipped a day, but it was awful hard. It was all right when I could go to the park, but one day it rained and rained, and I couldn't go out without leaving the baby, and I was standing at the window 'most crying, and I saw—" here her little face brightened up with a radiant smile—"I saw a sparrow taking a bath in the gutter that goes around the top of the house, and he had on a black necktie, and he was so handsome! Then there was another day," she went on, "and I thought I would have to skip it sure. There wasn't another thing to look at in the house . . . I was feeling terrible when"—here the most radiant look came into her face—"I saw the baby's hair! Yes, a little bit of sun came in at the window and I saw his hair, and I'll never be lonesome any more."

Need we pity the poverty of her resources, this child of the poor, who came to see as Titian saw!

—Adapted from "*The Life of Alice Freeman Palmer*," written by her husband. Found in "*The Children's Story Garden*." Published by The J. B. Lippincott Co.

The King's Garden

Once there was a King who owned a beautiful flower garden. One evening he walked among his flowers glad that they were so full of beauty. The next morning one of his little pages came to him, saying his garden had been destroyed in the night. The King hurried to the garden, and

found the roses hanging their heads; the vines on the ground; the leaves off the trees.

Turning to one of the roses he said, "Why is this?" The rose replied, "What's the use to bloom? Flowers last so short a time." The vine said, "It is so little that we can give. We had better give nothing." The tree said, "Nobody appreciates my work or me. What's the use of going on?"

At the King's feet was a little pansy. It alone was blooming beautifully. He asked why it was not fading too, and the reply came, "Why King, you put me here. I know not why, but I do know I must do the best I can."

Then the King said, "O flowers, vines and trees, if each of you does your best even though it be little you are fair to me and I love you."

After that there was no more discontent in the King's garden.

—*Adapted from an old folk tale.*

The Mignonette Fairy

Once upon a time there was a young girl who was most unhappy. She was so ugly to look at that she thought no one loved her. She shut herself in her room and wept.

While she was feeling very sad an old woman suddenly appeared before her, "My child," said she, "why are you weeping?"

"Because," sobbed the young girl, "I long to be beautiful, and to have every one love me."

Then the Fairy, for she was a Fairy, said, "If you will do just as I tell you for a year your wish shall be granted. Go into the world and

never let an hour pass without doing something to make others happier. Do not look in a mirror until I come again."

The Fairy vanished. Where she had been standing was a flower pot in which grew a little green plant.

The little plant was not beautiful at all. It had very plain little flowers that were just spikes of green and red. But it gave out the most delicious fragrance.

When the girl saw the plant she cried out:

"Oh, you little darling!"

She set the pot carefully on the window sill and watered the flowers. After that she started out to do the Fairy's bidding and to make others happier.

Day after day she went about, showing kindness to every one, young or old and she forgot about her looks.

The year passed by so quickly that she did not know it was gone. One day while she was watering her little plant that now had grown all over the window sill, the Fairy suddenly stood before her.

She held a mirror in front of her and said, "Look!"

The young girl looked and could not believe that it was her own face gazing at her. Her eyes were clear and sparkling, her cheeks were rosy, her mouth was wreathed in smiles. She was beautiful. The Fairy smiled and said, "You have filled your heart with such beautiful thoughts and your life with such beautiful deeds that a beautiful soul shines in your face.

"As a reward you shall be like the plant I left with you. Wherever you

go, you shall shed around you the sweetest fragrance."

The Fairy vanished and ever since the plant has been called Mignonette which means Little Darling.

—KATHERINE M. BEALS, *copyright by the Henry Holt Co., and used by the special permission of the publishers.*

25. Tuberculosis

Autobiography of the Tubercle Bacillus

(We teach health in terms of beauty and strength but there comes a time in the child's life when he should know the other side of the question of health.)

To the museum of London's Royal College of Surgeons I contributed the tuberculous bones of Egyptians. The sands of time have counted centuries by the score since I harassed the race that reared the pyramids, but I am still the world's chronic affliction.

Stand on Life's highway and watch the passing procession: the child running by on agile feet, the maiden preparing for the betrothal, the scholar writing his book, the father working for his family. They dream their dreams without reckoning of me, but hail them when they have traveled a little farther along the road; the child has breathed me in, and now it walks with a twisted spine; one day the girl felt the blood rise in her throat and her bridal veil will be exchanged for a sable shroud; the overworked scholar began to notice his fever and fatigue, and thought he needed a week's relaxation, but I have sent him upon a longer vacation—and his book will remain unfinished; the father contracted a common cold, and I who had long lain latent in his body and assaulted him in vain, now overthrew the weakened defences

and laid him upon the consumptive's bed.

How jauntily that proud young athlete vaults twenty feet in air! He does not know that tomorrow I will make him limp with a tuberculous hip. Steel-grinder, glass-blower, rag-picker—I drive them from their trades; prisoner, detective, magistrate—I bathe them in such sweat that they fear the boon of sleep; diplomat, cardinal, millionaire—I humble them to the dust. I take the beggar's brat and the emperor's heir; the nameless and those of great renown are alike to me.

I closed Spinoza's career, and on the cheek of Botticelli's Venus I painted the masque of death; I struck down Schiller in his prime, and wrote *Finis* to the poems of Keats; I hushed Chopin's music and from the fingers of Clevenger I loosened the chisel; I laid Kirke White in an early grave, and drove the applauded Rachel from the stage of life.

I attack skin, lungs, brains, guts and bones. At my mandate, mankind has coughed for centuries, and nearly all the humpbacks in the world are mine. I have killed more human beings than the caprices of princes. Wars and famines and pestilences, with all their toll piled together, have not made so many vacant chairs as I. Remember me when you see the

crêpe fluttering from the doorway. In every cemetery you behold my work. I bring the Great White Plague, and I whiten the earth with tombstones.

Long ago, when man worshipped gods who are forgotten now, the father of man's medicine declared, "The greatest and most dangerous disease, and the one that proved fatal to the greatest number, was the consumption." Man admits that these words could stand in a modern textbook. The best description of the malady I bring was written by Aretaeus, and then the wise Galen uttered the warning that I was contagious; but after Galen came a strange thousand years in which man no longer studied himself, but fought about God. The world was filled with blood and prayer. I destroyed immense numbers, and met with no opposition.

In the seventeenth century, man's intellect awoke, and I became a center of attraction. Franciscus Sylvius introduced the term tubercle; Manget gave the first description of miliary tubercles; Sydenham prescribed horseback riding in the open air as a cure, and his friend Richard Morton wrote more about me than any other individual had ever done.

In the succeeding century man did not advance much farther in phthisiology, and I thought his baffled intellect had relinquished the quest, but then followed the nineteenth century, in which men learned more about me than in all the previous years of his existence.

This century was a memorable one in my history, because it witnessed

the establishment of sanitariums for the tuberculous. The first one was opened by George Bodington, of Warwickshire. He gave his patients fresh air by day and fresh air by night, and his results were so favorable that he committed the indiscretion of publishing an article which he entitled, "On the Cure of Pulmonary Consumption on Principles Natural, Rational and Successful." Nothing that man has put into print was more essential to his welfare than this essay, but as soon as the doctors read Bodington's statement, "To live in and breathe freely the open air, without being deterred by the wind or weather, is one important and essential remedy in arresting the progress of phthisis," they declared that only a madman could believe these things, and Bodington's establishment was closed in ridicule, while his patients were driven out—and later the first tuberculosis sanitarium was reopened as an insane asylum!

But the real founder of the sanitarium treatment of tuberculosis was Herman Brehmer. Through the support of Humboldt and Schonlein, he was permitted to open a sanitarium—which still exists—among the mountains of Silesia. His pupil, Peter Dettweiler, introduced the reclining chairs which have become so popular with consumptives.

The Brehmer of America was Edward Livingston Trudeau. Here was a man whom I wounded for a lifetime, yet he always met me with unflinching, unbowed head. In his youth he had watched, in an agony of helplessness, how I slew his beloved brother. A few years passed, and

Trudeau became a physician and a husband. In this happy period of his life, I smote him and drove him to the wilderness to die. An Adirondack giant carried him upstairs under one arm, and said to him, "Doctor, you don't weigh more than the dried skin of a lamb." Winter came, and he was warned to seek civilization and the South. But this undaunted man remained in the mountains and lived. Year after year I assailed him, and so weakened him that he could neither stand nor sit; but I could not touch that proud spirit.

The sick Trudeau made the Adirondacks a symbol of hope and health. Numerous victims for whom I had prepared a casket flocked to the snows of Saranac, and returned to their work in the world. The man who cheated the grave founded the first laboratory for the study of tuberculosis in America and his fame spread among men.

Today my sanitariums are found in all parts of America—from the Adirondacks of the East, across the vast continent, where the mountains of Sierra Madre reach down to the orange groves that are mirrored in the Pacific. Indeed, the earth is now dotted with hospitals that hold my victims. Brehmer's sanitarium in Germany had offspring that stretched from the Black Forest to the doors of Berlin. Austro-Hungary has planted them among the woodlands, amidst the vineyards, and along the hills. Denmark is crowded with these sanitarium—and even in so remote a region as Reykjavik, in Iceland, the afflicted Dane has erected an asylum for the consumptive.

Mansions are built to me in France, my houses stand in Belgium, not far from Waterloo—perhaps as a reminder that I exterminate more than armies. My edifices litter all England. You will find them in Wales, where the heather climbs on the mountainsides; the Scotch fight me in wonderful sanitarium. I have temples in India and my long verandahs stretch through the tree-ferns and eucalyptus forests of Australia. In Egypt, they have built me an altar that overlooks the Nile and the pyramids—where I terrified man over fifty centuries ago. Among the Alpine crags of Switzerland, and basking in the sun of the South Sea isle; in the gardens of Ecuador, and among the pinewoods that guard the shores of Ontario's lakes; in Sweden where the rivers run down to Nordland, and at the foot of Hymettus in Greece; from the Balkan States to Brazil, and from the Caucasus to the Canary Islands—everywhere where man is civilized he raises structures in my name.

Really, I considered the Germans the stupidest folks I had ever infected, but here I got the surprise of my life. It was a German country doctor who first saw me. From the beginning of time I had been an invisible foe—I struck, yet remained unseen. That was indeed a wonderful day in the history of man, when Robert Koch gazed through his microscope, and on a glass slide saw the little rods of red that had so long scourged the human race.

Modern man has employed a hundred remedies against me; but by drugs alone I can never be conquered.

Am I then destined to massacre man forever? As long as the mass of mankind is submerged in the depths of existence, I will continue to reap a rich harvest. While millions of human beings are overworked, undernourished and ill-housed, I shall slay one out of seven. The lords of creation thrust the others into the back-alleys of life—and think they are rid of them. But I am the revenge that the slum takes on the West End. First I visit the rotting hovel, but later I enter the mansion with the marble pillars. The rich man's child romps with his well-fed dog in the park, where half an hour ago a tuberculous employe passed and coughed and spat. I cling to the dog's hair and so I enter the rich man's home. His daughter drives to the ball in her limousine, but when she puts her slippered foot upon the sidewalk, I who came from the mouth of a consumptive washerwoman, attach myself to the hem of the lady's silken robe. Thus I am promoted from the kitchen to the drawing-room.

Man could overcome me if there were more sunshine in his houses and more sunshine in his heart. But as I pass from one to the other, and see the greed and cruelty of man—the same today as in the days when he worshipped other gods—I think that for years to come I will bring the Great White Plague and whiten the earth with tombstones.

* * * *

Thus spake the Tubercle Bacillus, time past, and since then much has been done. Much more remains to be done, but taking courage from the achievements of the past there is much

warrant in the hope that with consistent efforts the time may come, in the not very remote future, when there will remain no warrant for such arrogance of speech and vaunting of strength as is evident in the autobiographic recitation of the Tubercle Bacillus.

Numerous and various are the agents that coöperate in the fight against the arch enemy of the people, Tuberculosis. There are the physicians, who master the secrets of the ways of the tubercle bacilli, and who learn to recognize, early and before much damage has been done, the presence and the activities of these germs. With the doctors there are the scores of others, who, under proper directions, enlist the aid of Dame Nature in the efforts to win back to health those who are afflicted. There are the various educational agencies spreading the knowledge of the prevention of tuberculosis.

In the clinics, in the public schools, in the home, in the factory, in the sanitarium, wherever the tubercle bacillus seeks to undermine health and destroy life, there are the agents to be found striving to overcome and confine its activities. Prevention through health education, early discovery, early treatment, facilitation of cure, and restitution to normal conditions after the disease is arrested, these are the chief activities. The task is great, but even greater is the need for the work done. Progress in the fight against tuberculosis has been made. To crown the fight with success the coöperation of all is needed. This is the fight of no single group, class, nation, or people. It is the

fight of all humanity—and all humanity must help.

—VICTOR ROBINSON, M. D. *New York Tuberculosis Association.*
Adapted by Iago Galdston, M. D.

A Really, Truly Christmas Tree

This is the story of a discontented little Jack Pine. He grew in the heart of the northern woods. All around him were other pine trees and slender birches and great oaks and maples. The sunbeams danced through his branches, making pretty lace-like patterns on the ground beneath, and the breezes played among the long needle-like leaves, rustling them gently and making strange music. Soft rains kept leaves and branches fresh and clean and watered the sturdy roots. Even the storm did not shake the little tree roughly for it was protected by its taller neighbors. Near by, a lake laughed in the sunshine and shimmered in the moonlight and birds came from the far-off southland every spring to visit the northern woods.

But little Jack Pine was not happy. The Norway pines were so much taller and stronger, their heads so much nearer the sun and sky. The oaks, the maples and even the birches wore such handsome clothes every autumn. Of course their limbs were bare all winter long but Jack Pine thought even that must be nicer than looking the same all the year round.

"I don't see why my leaves can't turn crimson and gold," he sighed. "I get so tired of wearing green and black all the time, I'd be glad to go naked in the winter just for a change."

That was the trouble with little

Jack Pine. He wanted a change. He wanted to leave the northern woods and go out and seek his fortune. When the birds came and chattered in his branches, his heart was filled with envy, for the birds told wonderful tales of the great world outside the forest.

The moonbeams and the sunbeams also told strange stories of their adventures in great cities and in quiet country places and what fun they had sharing in the good times of little children and of men and women.

The story that the Jack Pine loved best of all was the story of Christmas. He loved to hear the sunbeams tell how impatient the boys and girls were as Christmas drew near and how they counted each day until the great holiday came, but more than all he loved to have the moonbeams tell of Christmas eve, of Santa Claus and his overflowing pack of toys, of the hurrying crowds on the streets, and of the happy scenes in the homes through whose frost-curtained windows they peeked.

Sometimes the moonbeams told the story that had come down to them through the ages from the moonbeams of long, long ago,—the story of the Christ Child and the first Christmas eve. When the moonbeams told this story, Jack Pine thrilled through and through with a longing to go out into the world of men and women and little children and be of service to them. For Jack Pine had a noble heart and grumbled at his lot only because he wanted to do big things and amount to something.

"If I could only be chosen to be a Christmas tree and bring happiness

to the boys and girls on Christmas Eve," he sighed, for the moonbeams had told the Jack Pine how his cousins, the hemlocks, the spruces and firs, were often the center of the gayest Christmas parties and of how their green branches were brilliant with crimson, silver and gold and laden with gifts of love.

"I'd be willing to die just as all Christmas trees do," said little Jack Pine, "if only I could know that I had been of some real use in the world or added to some one's joy. But what chance is there for me to do anything worth while out here in the forest?"

Spring came and one day strong men brought sharp, flashing axes into the forest. One by one the great trees fell but no one touched little Jack Pine.

"I am not even good enough to be made into a home for people to live in," he said as he watched his companions of the forest, now changed into great logs, grow into the wall of a great building.

"That is not a home," said the birds. "It is a sanatorium and sick people who have a dreadful disease called Tuberculosis are to come there."

"Sick people," said Jack Pine, "oh, dear! then there won't be any children?"

"Oh, yes, there will," said the birds sadly, "for when fathers or mothers or older brothers or sisters have Tuberculosis little children catch it too unless some one teaches them how to be careful."

"Will they come here to die?" asked Jack Pine.

"Some of the fathers and mothers

will," said one of the wisest of the birds, "and perhaps a few of the children. You see there haven't been sanatoria enough to hold them all and some of the sick people wait too long before coming here. But the most of them, especially the children, will get well. The sunshine, the fresh air and the great outdoors will help them."

Now Jack Pine grew quite near the edge of the lake and the ground around him was carpeted thick with the needles that had fallen from his branches. He had a wonderful view of the sunset every afternoon when the sun shone and every moonlight night he saw the waters of the lake turned into shimmering silver. So when the great building was done and people came there to stay, Jack Pine soon came to know them well. He learned that the sweet faced women with white caps on their heads were called nurses and that it was their work to help the other people, who were called patients, get well.

One day one of the nurses brought a little boy out to Jack Pine.

"Lie here on this nice soft carpet of pine needles, Jack," she said, "and listen to the music in the trees. It will put you to sleep, and sleep and this wonderful air are two of the good fairies who are going to help you get well."

"Jack!" said the little Jack Pine, "why, that's my name. I hope this boy will like me and come here often."

For once little Jack Pine got his wish for every day that it didn't rain the boy named Jack slept for hours in the pine tree's shade. At first the nurse carried him in her arms but one

day Jack walked out all by himself. What a day that was! Jack Pine fairly shook with joy. He grew happier and happier as the days flew by for Jack Boy grew stronger and stronger and his pale cheeks grew rosier and rosier.

Then one day Jack Boy came out to Jack Pine with a tall man and Jack Boy put his arms around Jack Pine and said:

"This is my own special tree, Daddy, I like it so much and I hate to go away and leave it. Only, of course, I'm glad to go back home to you and mother."

"And we're mighty glad to have you, old man," said Daddy and strange to say there were tears in his voice. "It's great to have you well again."

"If Big Brother had come here he could have got well too, couldn't he?" asked Jack wistfully.

"Yes, I'm sure he could," answered his father. "If only we had known in time."

When Jack Boy and his Daddy had gone, Jack Pine sighed and sighed until one of the nurses who came down to see the sunset said, "How mournful the trees sound." That night when the moonbeams came sliding down from the sky they found a very lonely Jack Pine.

"I wish I could go with him and be his Christmas tree," said Jack Pine, when he had told the moonbeams why he was so lonesome.

"How foolish you are," said the oldest moonbeam. "Why should you be sad? Don't you know that you helped to send the boy home well and that he will often think of you? Wouldn't you rather stay right here

in the forest and go on helping make other people well? And besides, don't you know that you are the real-est, truest Christmas tree in all the world?"

"What do you mean?" asked the Jack Pine.

"I mean that you and the other trees here and the ones that are built into the Sanatorium stand for the best Christmas gift that has come to the world since the first Christmas eve. Instead of paying money to cut you down and haul you to the city for one night's fun, millions of boys and girls and older people, too, give their pennies and their dollars every Christmas time to keep you in the forest, and to send sick people to you to be made well. They buy Christmas seals and every seal that is sold helps to keep sorrow out of many homes and to make the world a safer place for every one to live in."

Jack Pine trembled with joy.

"Is that really true?" he whispered.

"True? Of course it's true," said the moonbeam. "You're a Christmas tree all the year round." *

—LOUISE F. BRAND, *copyrighted and used by permission of Wisconsin Anti-Tuberculosis Association.*

* Copies of this story bound in an attractive inexpensive edition can be procured from the Wisconsin Anti-Tuberculosis Association, 558 Jefferson St., Milwaukee.

Suggested Stories

An economy of space made it necessary to omit health stories which contain valuable lessons. The appended list is given for teachers who want additional material for their classes.

Air

"Air," Honora Costigan—Minne-

sota Public Health Association.
 "Fresh Air and Its Magic Gift," Hallock & Winslow—"The Land of Health," Chas. E. Merrill Co.

Cheerfulness

"The Story of Merry-mind," C. S. Bailey—"Stories Children Need," Milton Bradley Co.

Cleanliness

"Keeping Clean," Hallock & Winslow—"The Land of Health," Chas. E. Merrill Co.

"The Story of the Snarlies," Mirick—"Oral Lesson Book in Hygiene," American Book Co.

Talks to children: Care of teeth, Amy F. Lowe, *The Public Health Nurse*. Dec., 1919.

Contentment

"The Poor Man and the Rich Man," Katherine Cather—"Educating by Story Telling," World Book Co.

General

"The Cleaning Up of the Joneses," Elizabeth Cole—National Tuberculosis Association.

"Dame Nature and Her Five Helpers," Hallock & Winslow—"The Land of Health," Chas. E. Merrill Co.

"How 'Grimy' Changed His Name to 'Slick,'" Marguerite Breen—*The Crusader*, Wisconsin Anti-Tuberculosis Association.

"Jack O'Health and Peg O'Joy," Herben, B. S.—Chas. Scribner's Sons.

Helpfulness

"The Discontented Pine Tree," Fanny Coe—"The Story Tell-

er," Book I., Houghton, Mifflin Co.

"The Hunt for the Beautiful," Raymond Alden, Bobbs-Merrill Company.

Knighthood and Heroes

"The Red Thread of Honor," J. A. Noble—"The Golden Door Book," Macmillan Company.

"The Tournament," Low & Jacobson—"Fifty Famous Stories," Whitman Publishing Co.

Nutrition (Cereals)

"Creamy Rice Pudding Tries to be Charming," C. S. Bailey—"Merry Tales for Children"—Milton Bradley Co.

"The Discovery of Wild Rice," Katherine Judson—"Myths and Legends of the Mississippi Valley and the Great Lakes," A. C. McClurg Company.

"The Kingdom of the Greedy," Wilhelmina Harper—"Story Hour Favorites," Century Company.

"The Little Corn Bringer," Frances J. Olcott—"Red Indian Fairy Book," Houghton, Mifflin Co.

"The Roman Cereal Festivals," Frederick L. Sargent—"Corn Plants: Their Uses and Ways of Life," Houghton, Mifflin Co.

"The Spirit of the Corn," Frances J. Olcott—"Red Indian Fairy Book," Houghton, Mifflin Co.

"What Foods Are Made Of," Hallock & Winslow—"The Land of Health," Chas. E. Merrill Co.

Nutrition (Fruit)

"Apple-Seed John," Lydia M. Child—*St. Nicholas* Vol. VII, 1880.

"The Apples of Idun," H. W. Mabie
—"Myths Every Child Should
Know," Grosset & Dunlap.

"The Big Red Apple," Bailey and
Lewis—"For the Children's
Hour," Milton Bradley Co.

"The Origin of Strawberries," Kath-
erine Judson—"Myths and Leg-
ends of the Great Plains," A. C.
McClurg Co.

Milk

"The Cow," Emilie Poulsson—"In
the Child's World," Milton
Bradley Co.

"Just Before Supper," Robert G. An-
derson—"Seven O'Clock Sto-
ries," G. P. Putnam's Sons.

"Milk, Butter, and Cheese," Sara E.
Wiltse—"Kindergarten Stories
and Morning Talks," Ginn &
Co.

"The Milk Maid Fairies," Mar-
guerite Breen, Wisconsin Anti-
Tuberculosis Association.

"A Strange Milk Wagon," Clara

Murray—"Wide Awake Third
Reader," Little, Brown &
Co.

Vegetables

"How the Beans Came Up," Emilie
Poulsson—"In the Child's
World," Milton Bradley Co.

"The Little Vegetable Men," E. G.
Griffith—"Cho-Cho and the
Health Fairy," Macmillan Com-
pany.

Right Thinking

"The Heart's Sincere Desire," Ada
Skinner—"A Child's Book of
Modern Stories," Duffield & Co.

"King Robert of Sicily," Henry W.
Longfellow.

"The Magic Spectacles," C. S. Bailey
—"The Outdoor Story Book,"
Pilgrim Press.

"The Walnut Tree that Wanted
to Bear Tulips"—"Cat Tails
and Other Tales," A. Flanagan
Co.

CHAPTER III

Crusaders for Health

"The Biographical Story, the tale of the leader who towers above his fellows like the Matterhorn above the Valais foothills is a boon to every teacher."

—KATHERINE CATHER.

Aim: To create an interest in biographical literature.

To use for a constructive health lesson.

To train the children to research work.

Grade IV

Robert Louis Stevenson

"His smile never faltered, his friendliness was inexhaustible. He wrote (lying in bed) a succession of stories, novels, essays and poems. In one of his poems he speaks of 'my great task of happiness.' His iron will fulfilled the task to the end. He was one of the cheeriest, bravest, best workers the world has ever seen."

—MARY S. HAVILAND.

Teachers' Reference:

Child's Garden of Verses—Chas. Scribner's Sons.

Letters to his Family and Friends—Scribner's Sons.

Chalmers—The Penny Piper of Saranac—Houghton Mifflin Co.

Study of the life of Stevenson:

Home life.

Work.

Anecdotes about him.

How his life helps others.

Procedure:

1. Arrange the class into groups.
2. Assign different topics to each group.
 - a. If no library is accessible,

write the Circulating Library Department at your State Capitol, asking for the loan of books on the life of the individual you are studying.

- b. Make this lesson an exercise in correct letter writing.
- c. Decide what should be written, have all the class write letters, send the best one.

Points to note:

Correct English.

Neatness.

Correct punctuation.

3. After the material has been collected the children in each group decide upon some one to present it to the class.
4. Each child makes a booklet which has in it the combined information collected by the class.

Suggestions:

1. Procure pictures if possible. Sometimes a child finds one in

a magazine or newspaper. Used in the class or pasted in his notebook it makes a most desirable addition to the other material.

2. Search through magazines, newspapers and home library books for information.
3. Write to publishers for their press reviews of the biography and works of the subject of the study.
4. This work can be made an excellent medium for training in silent reading.
 - a. Trains in power to read silently and to select the

most important points.

- b. Opportunity to read silently and to give an oral reproduction to the class.

5. Make a portfolio, file or clipping case in which to keep the material which can be used for future reference.

Quotations from Stevenson:

1. "Give us to wake with smiles, give us to labor smiling. As the sun lightens the world, so let our loving kindness make bright the homes of our habitation."
2. "To me there is no duty we so much underrate as the duty of being happy."
3. "Keep your fears to yourself but share your courage with others."

Read Stevenson's poems for other quotations.

Grade V

"Long before teachers or text books appeared, instruction was given in story form to the children gathered about the mother's knee. Youth grouped about their elders before the evening camp fire thrilled to the story of deeds of valor and braced their souls to vie with the heroes who had won the admiration of their fathers. Today the same magic gains the same ends."

—DR. E. P. ST. JOHN.

Theodore Roosevelt

Robinson, Corinne Roosevelt, "My Brother Theodore Roosevelt," Chas. Scribner's Sons.

Hagedorn, Herman, "Boy's Life of Roosevelt," Harper and Bros.
Morgan, James, "Theodore Roosevelt—The Boy and the Man," Macmillan Company.

Knopf, Dr. S. Adolphus, "History of the National Tuberculosis Association," pp. 277–283, National Tuberculosis Association.

Andrews, Mary R. S., "His Soul Goes Marching On," Chas. Scribner's Sons.

Anderson, Robert G., "Leader of Men," G. P. Putnam's Sons.

Roosevelt, Theodore, "Letters to his Children," Chas. Scribner's Sons.

"The lad Roosevelt was taken to an outdoor gymnasium equipped for him by his father, who said: 'Theodore, you have brains, but brains are of little use without the body; you have to make your body, and it lies with you to make it. It is hard work, but you can do it.'

"From that day this little boy, then about nine years old, started to make his body and he never ceased in making that body until the day of his death."

—"Fifth Reader," Lewis & Rowland.

"Of all the statesmen of this and foreign countries, there has perhaps never been a man whose name has been more familiar to the masses than that of Theodore Roosevelt, nor any man of whom there have been written more eulogies and more biographies. The high and the low, the rich and the poor, men and women in all walks of life, have felt a deep admiration for this wonderful man.

No public character in American history has ever combined more boundless energy and exuberant enthusiasm with such versatility of achievements."

—DR. S. ADOLPHUS KNOFF in *"The History of the National Tuberculosis Association."*

What exercises did he take in the open air?

1. Hiking, horseback riding, swimming, tennis, ball.

2. Contests.

Wrestling, running, jumping, rowing.

What exercise do you take?

When Roosevelt rode he was alert to see birds, animals, flowers, trees and beautiful scenery.

He had a very thorough knowledge of all these. It was gained by

1. Observation.

2. Study.

3. Research.

"As a child Roosevelt was delicate in health. He was anxious to become strong, so he went out west and became a cowboy, living out of doors most of the time. We know the result was that Mr. Roosevelt became a very strong and vigorous man. What a difference it made to him in the success and enjoyment of life, and in the great work he was able to do. Washington and Lincoln, our greatest heroes, were strong, healthy men. You can not imagine either one being sick often.

"If we want to succeed in our school work, if we want to enjoy life, if we want to be successful in our life work, we must do all we can to make our bodies strong and healthy. We can decide largely by the habits we form whether we shall have healthy bodies. Our hygiene lessons will teach us how to acquire and keep strong, healthy bodies."

—*A Course in Citizenship, Iowa.*

"The interest this great man took not only in the political, economic, and social,

but also in the sanitary welfare of the nation was so varied that he did not even recall in detail the many things he had done for the betterment of the physical condition of the masses during his official life."

—DR. S. ADOLPHUS KNOFF.

"Over and above everything Theodore Roosevelt was a deeply patriotic American. He had intensified his passionate love for his country that was natural in him by acquiring an intimate knowledge and a profound appreciation of the great sacrificial struggle needed to make her great. He left no doubt of his willingness himself to render the ultimate sacrifice in her behalf. His spirit of patriotic devotion was web and woof of his character."

—HON. WILLIAM H. TAFT

Quotations from Roosevelt:

1. "It is good to live, to be lithe of limb and strong of heart: To have great battles to fight and a chance to win. It is good to test our strength; to know the things worth while; to joy in the splendor of victory."

2. "The real heroisms of life are the doing of the little humdrum things promptly and unostentatiously."

3. "The time to make a good citizen is to begin before he is a man. Teach him good habits when he is a boy."

4. "Science has demonstrated that this disease (tuberculosis) can be stamped out, but the rapidity and completeness with which this can be accomplished depend upon the promptness with which the new doctrine about tuberculosis can be inculcated into the minds of the people and engrafted upon our customs, habits and laws."

5. "In the last twenty years an increasing percentage of our people have come to depend on industry for their livelihood, so that today the wage workers in industry rank in importance side by side with the tiller of the soil. As a people we cannot afford to let any group of citizens, or individual citizens, live or labor under conditions which are injurious to the common welfare. We must protect the crushable elements at the base of our present industrial structure."

Grade VI

Florence Nightingale

"What a comfort it was to see her pass. She would speak to one, nod and smile to many more. She could not do it to all

you know. We lay there by the hundreds but we could kiss her shadow as it fell and lay our heads again on the pillow content."

—(Letter from a wounded English soldier.)

"Nursing in its humane sense is as old as human kindness; nursing in its modern sense is the creation of the nineteenth century."

—MARY ALDIS.

"Lo! in that hour of misery,
A lady with a lamp I see
Pass through the glimmering gloom
And flit from room to room.
And slow as in a dream of bliss,
The speechless sufferer turns to kiss
Her shadow as it falls
Upon the darkening walls."

—LONGFELLOW.

Quotations from Florence Nightingale:

1. "A fairer gift than soothing pain I do not know."

2. "During sleep the human body even when in health is far more injured by the influence of foul air than when awake. Why can't you keep the air all night then as pure as the air without in the rooms in which you sleep?"

3. "Five essentials to the healthfulness of houses:

Pure air.
Pure water.
Efficient drainage.
Cleanliness.
Light."

4. "Night air? What are you afraid of?" asked Florence Nightingale in her reports from the Crimean hospitals. "Do you suppose God's free air is made deadly by the temporary absence of light? You surely cannot expect to breathe the day-air after sunset; your only choice is between the life giving, health restoring night-air of the outdoor world and the vitiated, sickening night-air of your sweltering rooms."

Teachers' Reference:

Cook, Sir Edward, "The Life of Florence Nightingale," Macmillan Company.

Aldis, Mary, "Florence Nightingale, An Appreciation," Nat'l Organization of Public Health Nursing.

Florence Nightingale, "Notes on Nursing, What it is, What it is Not," D. Appleton & Co.

Grade VII

With the adolescent group the basal virtues are caught through the inspiring stories of achievement rather than by definite instruction.

William C. Gorgas

"Reticent and shy in public address, kindly, modest, unselfish in authority, patient and open minded, General Gorgas stands as one of the great figures in the application of science to the conquest of disease."

—MAJOR-GENERAL M. W. IRELAND.

I. Field of achievement: Panama.

1. Unhealthful features.

- a. Scarcity of water.
- b. Drinking water hauled long distances and kept in barrels.
- c. Bathing almost unheard of.

d. Outdoor toilets filthy and unscreened. Many houses had no toilets.

e. Dirty streets.

f. Inhabitants indifferent to health.

2. Unhealthful location.

Swampy ground so low it could not be drained.

"When the first railroad was built across Panama, it was said, with some foundation of truth, and with but slight exaggeration, that 'every sleeper laid cost the life of a man.' Now the work on the canal, in that identical place, is being prosecuted on an infinitely larger scale of course, than the mere building of a railroad, under conditions which make the locality stand above the ordinary locality in the United States in point of health. The Isthmus of Panama, which was a by-word for fatal disease, has be-

come well-nigh a sanatorium; and it has become so because of the investigations of certain medical men which enable them to find out the real causes of certain diseases, especially yellow fever and malarial fever, and to take measures to overcome them."

—THEODORE ROOSEVELT.

II. Achievement.

1. Improved hospital started by France.
2. Reservoir built in the hills.
3. A campaign instituted to exterminate mosquitoes, flies and other insects.
 - a. Homes screened and fumigated.
 - b. Swamps drained.
4. Law strictly enforced that the natives should:
 - a. Bathe regularly.
 - b. Keep premises free from rubbish.
 - c. Keep houses spotlessly clean.

Colon and Panama were considered the filthiest cities in the world, with

one of the highest, if not the very highest death rate. Now the rate is no lower than the average healthful American city.

Can General Gorgas rightly be considered a brave knight who brought honor and renown to his country by the performance of valiant deeds?

The United States spent \$20,000,000 to make Panama a healthful region. Was it money well spent?

"To spend thy gold that another shall live is giving it four-fold—to him thou hast helped, to thine own greater peace, to make happy the ones he loves best and to thy country which needs strong men."

—AURELIUS.

Teachers' Reference:

Knopf, S. Adolphus, M.D., "A History of the National Tuberculosis Association," pp. 302-307, National Tuberculosis Association.

Grade VIII

Edward L. Trudeau

"An all-pervading faith in God, faith in his friends, and colleagues, faith in the present and the future permeated the life of this beloved physician from the beginning to the end of his earthly career."

—DR. S. ADOLPHUS KNOPF.

Teachers' Reference:

Knopf, S. Adolphus, M.D., "A History of the National Tuberculosis Association," pp. 313-322, National Tuberculosis Association.

Chalmers, Stephen, "The Beloved Physician," Houghton, Mifflin Co.

Williams, Helena & Cole, Elizabeth, "The Pageant of the Double Barred Cross," National Tuberculosis Association.

I. Outstanding qualities.

1. Pioneer in sanatorium treatment.
2. Scientific contributions to the study of tuberculosis.
3. Philanthropic work on behalf of the tuberculosis poor.

II. Early life.

1. Born in New York City.
2. Son of a physician.
3. Graduated from College of Physicians and Surgeons, Columbia University.

III. Built a sanatorium at Saranac Lake, New York.

"It was in 1884 that the guides and residents of Saranac Lake donated money enough to buy five acres of land near the village in a spot selected by Trudeau because, as he used to say, he could always light his pipe there, showing that it was sheltered from the strong winds by the conformation of the hills and woods. Two little shacks were erected. They constituted the nucleus of what is today one of the greatest and most splendidly equipped institutions for the treatment of tuberculous poor and those in moderate circumstances in the United States, if not in the world,—the Trudeau Sanatorium.

"There is no doubt that Trudeau contracted tuberculosis from his brother who had the disease, yet one cannot help feeling that a Divine Providence ordained it to be thus, for his brother's illness led young Trudeau to choose medicine as a career, and his own illness made him a pioneer in the life-saving open-air treatment.

"Recalling the delightful times he had had during vacations when hunting and fishing in the Adirondacks, and having always been an ardent lover of nature, he decided to spend his last days in the midst of what was to him the most congenial of environments. He had given up all thought of practicing medicine. The Adirondack climate and the outdoor life, coupled with his good, sound judgment, which led him not to overdo, with plenty of complete rest whenever possible,

restored the young physician to almost perfect health within a few years, to the surprise of himself as well as his friends.

"Those who came into close contact with Trudeau will recall his personal charm. Tall, slender but wiry, with a wonderful head and pleasing smile, he was the ideal physician and friend. His humor never left him no matter how trying the hour."

—DR. S. ADOLPHUS KNOPF—*A History of the National Tuberculosis Association.*

A study of the lives of Pasteur, Koch, Jenner, Carrel, Grenfell, and many other workers in public health may be most profitably added to the list.

Pupils in the eighth grade will find interest and valuable information in the study of the life and character of great leaders. Assign to each member or group of members of the class one of these leaders, and have them use some such outline as the following:

- Date and place of birth.
- Early life and surroundings.
- Early education and training.
- Acts of prominence.
- Contribution to the world.

CHAPTER IV

Games and Exercises

General Directions for Games and Exercises

1. The value of the game or exercise depends greatly upon its being attractive and interesting.
2. The success of a game or exercise is judged by the joy the children derive from it, and the good habits it helps to inculcate.
3. Understand the game or exercise before you present it.
4. Be an example for the children to follow in posture, enthusiasm, vigor, and sportsmanship.
5. The number of times a game or exercise should be repeated depends upon the need for it and the joy the children get from it.
6. Explain the different points. A difficult point should be demonstrated but it is not necessary to do the work with the class.
7. Give games and exercises out of doors or with windows open whenever possible.
8. Games and exercises are health measures and should be a part of every school program.
9. Some pupils should not do the physical exercises. Consult a doctor when in doubt.¹
10. Keep a constant but *not* a nagging eye on the pupils for correct posture.
11. Active exercises should not be given within one hour after lunch time or one half hour before.

Posture Suggestions for all Grades

Sitting Posture

"There are three correct modes of sitting, two active and the other resting. In the active positions the trunk is perfectly erect, or inclined forward; in the resting position it is reclined backward. Many people make the mistake of including in the act of sitting a relaxation or collapsing of the body forward, with a crease at the waist. The interfer-

ence which such an attitude makes with the position and work of heart, lungs, and digestive organs is anything but restful.

"A fundamental direction for correct sitting is to push back in the chair as far as possible before lean-

¹ No game or exercise should exhaust the pupil. The one quality that should not be tested in children is endurance. The undernourished child even in play will often engage in games beyond his strength and should be carefully supervised.

ing backward. Sliding down in the seat tilts the pelvis into its most harmful position, and should never be allowed.

"All leaning forward in a sitting position, as in formal conversation or at the dining table, should be from the hips, not from the waist.

"When one wishes to rest the muscles that hold the trunk erect in the sitting position, the entire trunk should be reclined backward against the back of the chair or other support. This accomplishes the object without any interference with the broad, open chest if the chair back be of the right shape. This reclining should be done without sliding downward and forward in the seat."

—*University of the State of New York Bulletin.*

Correct Standing Position

1. Feet parallel about three inches apart, weight slightly on balls of foot.
2. Arms naturally at side.
3. Stand as tall as possible without exaggerating.

Tests for posture

1. *Standing test.*

Inspect your class in profile and judge the posture of each child rapidly. Form two groups, group 1 made of those that have good posture and group 2 made of those that have not.

2. *Marching test.*

Apply this test to the pupils in group 1 above. Have them drill on marching tactics for a few minutes. "It will be found that as the march proceeds old muscle habits will re-

assert themselves and many pupils who could hold a correct position for a few minutes of quiet standing will fall into habitually faulty attitudes as they march." (Bancroft) Pupils showing these faults should be taken from the line.

3. *Exercise test.*

Apply this test to the pupils that pass both the standing and the marching tests. Observe these pupils for a few minutes while they are going through the setting-up drill and using the arms in upward positions. As the muscles of the neck, shoulders and back weaken, faulty postures will appear. As such faults of execution appear, the pupils exhibiting them should be dropped from the line.

The pupils passing all three tests should be classed in group 1; those that do not, should be recorded in group 2.

4. *Vertical Line Test.*

Plumb line dropped from forward part of ear, in front of shoulder to forward part of foot.

Common Causes of Faulty Posture

1. Habitual standing and sitting in faulty position.
2. Weak muscles brought on by poor nourishment.¹
3. Carrying books under same arm continually. (In slum districts,

¹ "Many cases of bad posture are due to the general weakness of a body with too little weight to support its height. When this condition exists the first need is to start him on a program that will bring him to his normal weight. It will be found as weight increases, the posture improves."

—DR. WM. R. P. EMERSON.

many little girls have curvature from carrying a baby or an older child.)

4. Carrying newspaper bag on same shoulder continually.
5. Sitting in seats not of proper height.
6. Physical defects.
7. Mental attitudes.

Commands to Secure Good Posture¹

Heads, up!
Chest, up!
Waist, flat!
Weight forward!
Grow an inch!
Press back the knees!
Stand like a soldier!
Stand tall!
Lift the head!
Lift the chest!
Stretch the knees!
Stretch the ankles!

Faulty Posture and its Correction

Waist forward.

Balance on toes, stretch up.

Flat chest.

Place hand on chest, raise

hand by lifting chest.
Head forward.

Push back of neck against collar,
chin in.

Round shoulders.

Broaden chest, flatten upper back.

Posture Exercises

1. Walking on toes carrying bean bag or book on head. Place hands on hips.
Aim: To develop the postural muscles.
To strengthen the arches of the feet.
2. Games that require reaching over or behind head.
3. "Look at the ceiling" games.

Reaching Overhead Exercise

1. Swing arms forward upward to the ceiling.
2. Face palms forward upward to the ceiling.
3. Rise on toes as high as possible.
4. One up, two down—arms sideways downward. Deep breath in on one and out on two.

Grade I

Posture Drill

Stand with feet apart, firm on floor, bend from hips. Pick up something and place on a high shelf.

Good Morning

A fall to the knees
A turn of the toes
A spread of the hands
And a dip of the nose;
It takes all these just to say "Good day"
In Chrysanthemum land so far away.
—*St. Nicholas.*

¹ Give at different times.

Snow Play

1. All are sleepy. Heads on desks.
2. Waken and sit straight, stretching arms as though just waking.
What shall we do to make us lively? Go out in the snow and play.
3. Hurry to good standing position.
4. Pull on rubber boots, first right, then left.

5. Pull caps over ears.
6. Very cold day. Arms must be warmed. Arms out at side. Fling them across chest and slap opposite shoulders.
7. Bend far down, knees straight, pick up handful of snow; make snow-ball while standing erect. Throw snowball at some spot in room with right arm. Repeat and throw with left arm.

March of the Health Heroes

1. Salute flag.
 2. March.
Select leaders. One child stands on chair to review the parade.
 3. Blow horns, ring bells, beat drums wave flags.
- Adopted from Manual of the University of the State of New York.*

Christmas Toys

1. Jack-in-the-box. Children stand in aisles (good standing position). Teacher makes downward motion with hands as if closing lid of

box, all children squat, heads up, backs straight. Raise hand quickly. Children jump to standing position.

2. Beating drum.
3. Shooting toy gun, kneel, point gun, pull trigger, Bang!
4. Train of cars. Each row forms a train; first places hands on hips, others place hands on shoulders in front; slowly at first, increase speed.
5. Blow up the new foot ball.

Squat Tag

Choose one player to be "It." Players stand in any irregular places. The one who is "It" tries to tag players, and they are free from being tagged as long as they hold a squatting position (knees bent). When the one who is "It" is not near they stand up again. Each player may use this way to escape being tagged three times, and then can escape only by running. Any one who is tagged is "It" and the game is repeated.

Grade II

Indians

1. Walk slowly on toes as with moccasins on, bodies bent.
2. Look for tracks, shield eyes with one hand.
3. Listen for sounds with hand behind ear.
4. Shoot arrows, kneel on one knee, stretch arms and aim.
5. Draw back, make hissing sound for arrow.
6. Run forward pick up game, throwing over shoulders,

7. Walk home, breathing deeply.
—*Health Manual, Georgia.*

Soldiers of Peace

Aim: To teach children to salute the flag as it passes by. To train in correct walking.

1. Leader carrying flag.
2. Band—children imitating different instruments.
3. March. (Note correct posture.)
4. Children halt, stand at attention.

Leader passes in front of them carrying the flag. Each child salutes as it passes by.

5. Inspection (profile posture test) page 165.

6. Bugle call.

Take deep breath through nose, hold both hands to mouth and blow bugle.

Health Clown

Aim: To increase blood flow

through various organs. To help correct round or stooped shoulders.

To help correct waist forward.

Clap hands behind hips, then spring, feet apart and clap hands over head. Spring, feet together, clap hands behind hips again. Ten to sixteen times.

Minute run around room, lightly on toes.

Grade III

Posture Tag

Players seated. Choose a chaser and a runner, each one carrying a bean bag (an eraser answers as well) on the head without using the hands to keep it in place. The runner becomes free by taking a seat with another player and putting the bean bag on the other player's head. Then that player becomes the runner. If the chaser tags the runner, the latter at once becomes chaser and must tag the one who caught him if possible.

"I say Stoop"

Leader says to class, "I say stoop." All immediately stoop and rise. Do this several times. When the leader says "I say stand," he stoops. Any of the others who stoop are out of the game.

Advancing Statues (Group Contest)

1. Divide players into two equal groups.
2. Emphasize correct posture.
3. Place the groups on opposite sides of the playing space with a leader between.
4. Explain that each player is to be a live player when the leader is not looking at him, but must be an immovable statue whenever the leader looks that way.
5. Players advance toward the leader when he is looking another way, and he sends any one back to edge of the play space if he sees him moving.
6. The side which first reaches the center of the play space wins the contest.

Grade IV

Postural Drill,

- A. 1. Arms forward, raise!
2. Position.

B. Hands on hips, place!

1. Half deep knee bend!
Bend knees and raise heels

off the floor. Sort of "half squat." Hold the body erect.

2. Position! Repeat to music.

Signals of Courtesy

Aim: To teach a correct standing position.

Stand straight and tall.

If a soldier you meet
When you pass down the street,
He will salute you so—
If you lived in the day
When brave knights held sway
They would salute you so—

(Draw sword, bow as knights of old. Place right hand on left hip, action of drawing sword from scabbard; extend right arm upward and outward with heels together, make deep bow, point of sword almost touching the floor;

rise raising sword aloft, replace sword in scabbard.)

In the Colonial Reign

Fair maid and brave swain

Would always salute you so—

(Girls courtesy. Boys bow low, heels together, right hand over heart, left hand at back.)

Should you meet boys or maids

Of the Health Crusade,

They will salute you so—

(Girls bow, say good-morning or other salutation. Boys raise hats and say same.)

Game—"Shelter Stand"

Aim: To strengthen the postural muscles.

1. Clasp hands on top of head.
2. Push elbows out and back.
3. Push head up and press hands down.

Grade V

Posture Tag

1. Form two or more files of equal numbers.
2. Leaders of each file step with file to starting line, then face rear of room.
3. Place a bean bag or substitute on the head of each leader.
4. At a given signal each runs through aisle to rear of room and back to starting line.
5. Next player be prepared to take bean bag, place it on his head and repeat.
6. The file whose last player finishes first wins.
7. If a player drops the bean bag he

must place it on his head before he can continue.

To gain correct standing position

1. Stand against a wall with no baseboard.
2. Heels, hips, fingers and back of head touching wall.
3. Roll head back until you can see the ceiling.
4. Keep fingers, hips and heels against wall.
5. Draw chin downward and inward, eyes looking forward.
6. Keep position of shoulders.—Walk.¹

¹ For illustrations of this drill see C. WARD CRAMPTON'S, "The Pedagogy of Physical Training"—Macmillan Company.

Grades VI, VII, VIII

Posture Drill

Exercise to stretch muscles and to keep the body mobile.

1. Stand straight.
2. Raise the arms extended straight up in front at the same time stretching the legs, body and arms as much as possible.
3. Without bending the knees, keeping the arms always straight bring the body forward and down, touch toes with tips of the fingers.

Corrective Games and Exercises

Aim: To improve the posture.
To correct muscular defects.

Under this class are included those exercises which aim to cure, at least in part, such defects as round shoulders, flat chest, drooping head and neck, and minor defects of carriage and form. The aim is to improve the function of the organs, to make the individual more pleasing to the eye and thus to remove industrial handicaps.

While any general vigorous physical exercise, play included, is corrective in that it is hygienic, increasing the nutrition, promoting elimination and toning the muscular system which holds the various bones in place, nevertheless it is deemed best to give some direct attention to the particular parts which are most commonly drawn from normal position by sitting several hours a day at desks or are developed by modern environment.

—*Physical Training Bulletin, Michigan.*

Corrective games and exercises are used to correct minor points of posture and muscular control. A markedly noticeable defect should be submitted to the care of a physician. If there exists any doubt of the advisability of corrective exercise for any pupil always consult a physician before giving it.

A part of the essential prelude to an intelligent prescription of corrective exercises is to know the age, the circumference of the chest, the circumference of the thigh and the vital capacity of each child.

Each teacher should secure a list of the names of the pupils in her class room whose physical exercise under her supervision should be modified because of organic weakness.

1. The spirit of play gives frequent opportunity to correct minor defects, kindly and effectively, and, so far as the pupil is concerned, unconsciously.
2. These exercises are also fine for the normal pupils.

Defect and its Correction

Round and stooped shoulders.

Aim: To develop the shoulder and the arm muscles.

1. Swing arms forward and backward. Circle shoulders, forward, up, back and to normal. Stretch arms from front to side position, turning palms up.
2. Swing arms forward on

shoulder level, bend elbows to bring finger tips to top of shoulders with elbows pointing forward. Lift elbows, make a semi-circle at sides, upward, backward, downward. Maintain a good standing position.

3. Take best standing position. Raise arms straight forward, upward, palms facing. Inhale. Turn palms quickly away from each other, lower arms sideward, downward. Exhale. Repeat 4 to 5 times.
4. Slowly stretch arms upward, stretching fingers first. Very slow movement, all shoulder muscles tense. Bend arms quickly. Lower arms. Repeat.

Weak Back.

Aim: To strengthen the waist muscles.

1. Feet firm on the floor. Bend trunk forward and back to normal.
2. Bend trunk forward with head thrown back.
3. Bend trunk to right and left without moving hips.¹

Drooping Head.

1. Exercise muscles of the neck by bending, circling and turning head.
2. Push back of neck against collar.
3. Drop head backward, lift head upward, draw chin strongly inward, making a double chin.
4. Relax muscles letting head drop

¹ These exercises stretch the chest and straighten the dorsal spine.

backward, raise it with a strong upward pull. Repeat 4 to 10 times.

5. Arm and head exercise.

- a. Raise arms sideward to shoulder level, palms up, fingers straight, press head backward, chin in. One, two.
- b. Raise arms sideward to shoulder level, palms down, fingers straight, press head backward, chin in. One, two.
- c. Raise arms sideward, rotate upward, palms up. Take a, b, c with deep breathing.
6. Practice holding the best standing position while counting 25.

Waist forward.

Balance on toes, stretch upward.

Flat Chest.

Place hand on chest and raise by lifting chest.

Protruding Abdomen.

1. Take correct standing position with hands on hips.
2. Bend trunk to side as far as possible. Do not twist the body, move feet from floor nor bend knees.
3. Return to upright position. Same to other side. Repeat 4 to 10 times.
4. Standing, hands lightly clasped over abdomen, take a deep breath, pulling in sharply at waist—In! Hold an instant—Out! Slowly let breath out and muscles relax. This is a very simple but very effective exercise.
5. Hands on hips—Place! Leg

flinging forward (straight knee)—Go! 10 times with each leg. Alternate legs.

6. Hands on hips—Place! Trunk bending to side—One! Up—Two! To opposite side—Three! Four! Do not twist shoulders nor bend knees.

7. Lying on floor, hands on hips. Bend both knees. Straighten one leg to vertical position, lower to floor, knee straight. Repeat with other leg.

Abdominal Exercise. (Do not use this until you have full control of the class.)

1. Sit on desk, hands on hips.
2. Catch feet firmly under seat.
3. Take deep breath, let trunk fall back slightly from hips, head and chest on straight line with spine. Care should be taken not to let the trunk fall back too far.

Flat Feet.

1. Walk correctly, toes straight ahead instead of out.
2. Walk on tiptoes.
 - a. Along a crack in the floor.
 - b. Across room, legs straight, stretch foot each step, put toes down first, then heels.
3. Take best standing position. Raise heels stretching as high as possible. Repeat slowly.
4. Stand on toes while counting to 100, stretching tall.
5. March on toes.

This condition is often accompanied by pain, especially in the calf of the leg. Its most marked characteristic is an excessive turning out

of the feet in standing, walking or running, often with an awkward, stumping gait. Standing, walking, jumping and running with the feet parallel should be the regular practice. All special exercises should be done with bare feet if possible. Among the best exercises are the following:

1. Standing in the above position and using the heels as pivots raise the toes of both feet simultaneously from the floor placing them on the floor again at an angle of 45 degrees; then with a considerable portion of the weight resting on them draw the toes together, dragging them on the floor to get all the resistance possible.
2. Standing with the toes of both feet close together, raise the weight on the toes by lifting the heels, then lower the heels slowly to the starting position.
3. Standing with the toes of both feet close together, raise the weight on the toes by lifting the heels. While raising the heels push them forcibly apart so that the weight is born on the outer edges of the toes.
4. Standing on the edge of a plank, platform or table with the heels and toes together, toes projecting beyond the edge of the plank, platform or table, curl the toes downward over the edge as far and as forcibly as possible.
5. Walk on the toes with the weight on the outer side of them.

6. Sitting with feet squarely on the floor or straight in front and parallel, try to place the soles of the feet together.
7. Bicycle and horseback riding with the ball of the foot resting on pedal or stirrup is excellent.

The modern, narrow, pointed-toe shoe, made worse as it usually is in women's shoes, by a high, pointed heel, causes turning out of the feet and throws on the inner edge of the foot a strain which soon results in a breakdown of the arch of the foot, a condition spoken of as flat foot. Parents often are responsible for this condition, because they have trained their children to walk toeing out. The proper position of the foot in walking is with the toes pointing straight ahead or even slightly inward. Races which have never worn shoes practically always walk in this way. The good runner or jumper walks and runs with his feet in this position.

Weak legs.

These usually go with a generally faulty posture being due to flabby muscles and a tendency toward a slovenly habit of standing or walking. Exercises described under "Flat foot" and also knee bending exercises,

and running either to gain ground or in place are excellent for correcting this defect.

—*Dept. of Public Instruction, Penn.*

Relief Drill

1. Clear Noses. (See Handkerchief Drill, page 315.)¹
2. Breathe deeply.
3. Shut fingers (make a fist gently).
4. Open fingers (extend fingers forcibly in order to secure a maximum extension of the cramped fingers).

Procedure:

Arms hanging at sides (1-2) four times.

Arms moved front horizontal (1-2) four times.

Arms moved side horizontal (1-2) four times.

Arms moved over head (1-2) four times.

Halt!

Hands on shoulders, Place!

Full Breath!

Fist tight!

Stretch!

Pupils bend to side, back, twist slightly, stretching the arms as they naturally would stretch when tired.

—DR. C. WARD CRAMPTON.

Language Games

A language game has three aims: To give joy, to afford recreation, and to drill in correct English.

A child always remembers a lesson which he was happy in

learning. Use these games frequently. The children never tire of

¹ It is a good plan to keep on hand paper handkerchiefs, paper napkins or clean white cloths for the child to use who has no handkerchief.

them—rather their enjoyment grows as the playing is continued from day to day.

Formation: Ask the children to stand in a line extending around the room, or in a hollow square if the room is too large. The advantage of a hollow square or circle formation for games is that the children are able to see and to hear better. Later when the game has been played several times let the children choose sides.

Rules for the Language Games:
 (1) The teacher or leader begins,
 (2) the same thing can be named but once, and (3) the statement must contain the correct use of the form the game emphasizes. The winner is the pupil or group that gives the last food, chore or activity that has not been named previously.

Nutrition

The Question Game.

Aim: To teach "May I."
 To eliminate "Can I."

Children use their imagination and ask the teacher "May I peel my orange? May I get my apple? May I drink my milk?" Same rules for other games.

"What have I?"

Aim: To teach the correct use of "I have."

Begin with the names of vegetables. I have a cabbage, carrot,—until all the vegetables are named.

Apply the same rules as in the previous games.

Use the names of fruits and other good foods in the same way.

The Garden Game.

"I shall plant my garden today. In it I shall plant lettuce." Going around the class or school each pupil names something which properly belongs in a garden. The winner is the one who names the last vegetable that has not been named previously.

After this game has been played for several days it may be varied. The children choose sides. One child begins "I shall plant my garden today. In it will be carrots. The opposite side names a vegetable beginning with the same letter,—carrots, cabbage, corn, cauliflower, canteloup, celery, cress, cole-wort, cabbage palm, cabbage cress, cacao, cinnamon tree, citron tree, citrous fruit.

What I saw in Good Food Land.

Aim: To teach "I saw."
 To eliminate "I seen."

I saw milk, cereals, oatmeal (the general name of a food and the class name may both be given), whole wheat bread, fruit, oranges, apples, dates, figs.

The next day:

I saw a little boy and his father drinking milk.

I saw a little girl with pink ribbons on her hair eating an apple.

General Suggestions

1. Show pictures illustrating different health chores. The child tells everything he sees in the picture without using the word "and." I see a boy, a bath tub, a towel, a brush.

When he says "and" he must finish the sentence and stop.

Aim: To eliminate the over-use of "and."

2. Write or print questions under health pictures. The child reads silently and answers orally.

Aim: To encourage original sentences.

3. Give different children pictures illustrating health chores. Call "Who has chore one? Chore two?" The one who has it says "I have it."

Aim: To help form the habit of using have.

The Chore Game

Children stand in a row or form a circle. The first child names something that stands for health—bathing, pure air, sunshine, etc.¹

Rules of the game:

1. No child can name any activities that have already been given.
2. The other children call "named" if it has been given.

The Bringing Game.

Aim: To create an interest in health.
To teach "I brought."
To eliminate "I brung" or "I fetched."

What did you bring to a hungry child?

I brought fruit (oranges, apples, pears, dates, figs, peaches), milk, bread, and butter, soup, oatmeal.

¹ This may also be played by naming healthful foods. The teacher stands ready to correct any that are not right.

Play by the same rules as the other language games.

Game of Opposites.

Aim: To familiarize the children with good health habits.

To increase the vocabulary.
To teach the correct use of "is" and "are."

It is wise for the teacher to be the leader for the first time. After that a child may be, if so desired.

My apple is sweet. The child responds—My apple is sour.

My orange—large—small; nails—tidy—untidy; brush—white—black; water—pure—impure; towel—clean—soiled; hair—combed—uncombed—light—dark; food—wholesome—unwholesome.

Exercise

What I saw in Play Land.

Aim: To teach "I saw."
To eliminate "I seen."

Begin with one child. He says "I saw . . ." Continue around the class until there is but one child standing.

Rules: An action or a game can be named but once. The child is out when he names an activity that already has been given or when he can think of no new one.

I saw girls playing, jumping the rope, catching ball, doing the broad jump.

Any activity which is a healthful one.

The Question Game.

Aim: To teach "May I?"

To eliminate "Can I?"

May I jump the rope?

May I play ball?

"There is one. There are two."

One child says "There is one little girl brushing her teeth."

The next responds "There are two little girls brushing their teeth."

When the game has been played once around the class using different chores, change and have the second child begin "There is" and the other respond with "There are."

Play until all the health chores are given.

Health Habits.

Aim: To teach "If I were," "I should."

To eliminate "I was," "I would."

If you were a pale, thin little child what should you do?

If I were a pale thin little child I should drink milk, sleep with windows open, play and sit in the sunshine, eat oatmeal, eat buttered toast, eat cooked cereals, eat fruit, drink a great deal of water, go to the toilet regularly, take long hours of rest, perform health chores regularly and daily.

This may be used as a contest—the winning side being the one that gives the last correct "If I were."

The Farmer is coming.

Aim: To teach "I have no."

A boy, chosen as the farmer, sits

in a chair driving a span of horses while the children sing to the tune of "The Campbells are Coming."

The farmer is coming, oh, ho! oh, ho!
The farmer is coming, oh, ho! oh, ho!
He'll bring us potatoes and squashes and cabbage,

And onions and turnips and beets, oh, ho!

The farmer is coming, oh, ho! oh, ho!
The farmer is coming, oh, ho! oh, ho!
He'll bring us tomatoes and pumpkins and melons

And lettuce and parsnips and beans, oh, ho!

The teacher puts the names of the vegetables on the board in columns so that the children may keep their order in singing, and will have them for reference in the game.

Potatoes	Onions	Tomatoes	Lettuce
Squashes	Turnips	Pumpkins	Parsnips
Cabbage	Beets	Melons	Beans

At the close of the song the child goes to the farmer's wagon and asks: "How much do you charge for potatoes today, Mr. Farmer?"

Farmer: "I have no potatoes."

Child: "Then I do not want anything."

These questions and answers continue until all the vegetables in the song have been named.

Then a child asks: "What have you to sell, Mr. Farmer?"

Farmer: "I have apples¹ to sell. Do you wish to buy any?"

Child: "Yes, Mr. Farmer, I shall take your whole load for the children of — school."

—ALHAMBRA G. DEMMING, from "Games and Rhymes for Language Teaching." Copyright and used by permission of the Beckley-Gardy Co.

Who did it?

¹ Substitute other fruits if desired.

Aim: To teach "It was I."

"It was not I."

One child questions: "Somebody brushed his teeth today. Was it you, John?"

He responds: "It was I," or "It was not I."

The child who was questioned then asks of another child any chore he chooses, preferably one that has not been given.

Rhythmic Games

1. Rhythmic plays and games provide a wholesome, joyous activity, train in coördination, give exercise and provide recreation.
2. Music adds materially to the joy of a rhythmic game. Where none is available the children can sing the melody.
3. Improvise a tune, or fit piano and record music to the game if the regular music is not available.

Peas Porridge.

Form in couples, partners facing.
(Music 2-4 time.)

Peas porridge hot,
Peas porridge cold,
Peas porridge in the pot,
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old.

1. Clap hands against the thigh.
2. Clap hands together in front.
3. Clap hands with partner. One

measure.

Repeat (1-2-3) one measure.

1. Clap against thighs.
2. Clap hands together.
3. Clap right hand with partner.
4. Clap hands together. One

measure.

1. Clap left hand with partner.

2. Clap together.

3. Clap both hands with partner, one measure.

(Four measures in all.)

Repeat all.

Sing a Song of Sixpence.

(March time. Almost any 2-4 music will suffice.)

1. Sing a song of sixpence, a pocket full of rye.
2. Four and twenty blackbirds baked in a pie.
3. When the pie was opened the birds began to sing.
4. Wasn't that a dainty dish to set before the king?
5. The king was in the counting house, counting out his money.
6. The queen was in the parlor, eating bread and honey.
7. The maid was in the garden, hanging out the clothes
8. Along came a blackbird and nipped off her nose.

1. Sing a song of sixpence, a pocket full of rye
Four and twenty blackbirds
baked in a pie.

(Child places hands upon shoulders of one in front of him—the line marches with swaying motion.)

2. When the pie was opened, the birds began to sing.

(Make motion of opening pie.)

3. Wasn't that a dainty dish to set before the king?

(With both hands, place dish before the king, bow low.)

4. The king was in his counting house counting out his money.

(Pick up money right hand, place on the left.)

5. The queen was in the parlor eating bread and honey.

(Spread bread, eat daintily.)

6. The maid was in the garden hanging out the clothes.

(Raise arm, hang clothes.)

7. Along came a blackbird and nipped off her nose.

(Reach high above head to nip nose.)

Children run to seats.¹

Pat-a-Cake.

1. Pat-a-cake

(Clap own hands three times.)

2. Pat-a-cake,

(Clap partner's hands three times.)

3. Baker man.

(Bow.)

4. Make me a cake as fast as you can.

(Stir in bowl.)

5. Roll it—prick it—mark it with "T,"

(Clap left hand on right.)

6. Place in the oven for baby and me.

(Feet firm on floor—bend body—slide cake into oven.)

Bobby Shaftoe.

1. Bobby Shaftoe's gone to sea,

(March—clap four times.)

¹ This game may be varied by having one child stand in the circle as the blackbird. At the last line the children squat quickly. If the child representing the blackbird can touch another child before he stoops, that child must exchange places with him. Do not permit the child to try to touch the other's nose.

2. Pretty Bobby Shaftoe.

(Bow low.)

3. Pretty buckles on his knee.

(Clap hands, clap sides of knees.)

4. Pretty Bobby Shaftoe.

(Run—1-2-3-4—bow.)

Ride a Cock Horse.

1. Ride a cock horse to Banbury Cross

To see a fine lady upon a fine horse.

(Galloping step, erect posture, hold reins.)

2. Rings on her fingers,

(Shake hand by right ear.)

3. Bells on her toes,

(Shake hand by left ear.)

4. She shall have music wherever she goes.

(Step, right, step left. Tap right four times.)

Hickory, Dickory, Dock.

1. Hickory, Dickory Dock.

(Wave both hands right, left, right, while singing. Stamp feet twice at close of first line.)

2. The mouse ran up the clock.

(Three running steps forward.)

3. The clock struck—one!

(Clap hands loudly at one.)

4. Then down he did come.

(Three running steps backward.)

5. Hickory, Dickory, Dock.

(Stamp feet.)

Diddle, Diddle Dumpling.

(Form in a circle around room or in aisles.)

1. Diddle, Diddle, Dumpling, my son John.

(Hands on hips and turn around in place to right, starting with left foot.)

2. Went to bed

(Clap hands in front of chest and extend elbows sidewise. Rest head on right elbow.)

3. With his stockings on.

(Slap right ankle with right hand, then left ankle with left hand.)

4. One shoe off.

(Kick right foot forward.)

5. One shoe on

(Tap left foot on floor.)

6. Diddle, Diddle Dumpling, my son John.

Repeat.

Little Jack Horner.

Aim: To teach arm and foot coordination.

To train in good posture.

1. Little Jack Horner

(Swing arms high right—point left foot sideways, look at left foot.)

2. Sat in a corner

(Swing arms high left,—point right foot sideways, look at right foot.)

3. Eating a Christmas Pie.

(Step 1-2-3-4 erect posture.)

4. He put in his thumb

(Make motions.)

5. And pulled out a plum

6. And said "What a good boy am I."

(Feet firm on floor, bow from waist. Be careful to keep neck pushed back against collar—hips firm.)

Skating. (Waltz time).

Children skate in couples.

Slide right foot forward diagonally.

Slide left foot forward diagonally.

Blow on fingers to warm them.

Getting warm—Fling arms to front of body, clap. Fling arms to back, clap.

Skate back to place.

The Knights of Health.

(Tune: "The King of France.")

1. The Knights of Health with forty thousand men
Marched up the hill and then marched back again.
2. The Knights of Health with forty thousand men,
Gave salute and then marched back again.
3. The Knights of Health with forty thousand men
Stood up straight and then marched back again.
4. The Knights of Health with forty thousand men,
Took ten deep breaths and then marched back again.
5. The Knights of Health with forty thousand men.

Continue with the bathing of the hands, the brushing of the teeth, the cleaning of the nails and other activities.

Directions: Children stand in two opposite rows facing each other. One child marches between the two rows giving gestures and singing. As he steps back the two rows repeat, marching toward each other and back to place. A new leader is occasionally chosen.

—FLETA McWHORTER, "*Stories, Songs and Rhymes for Health Crusaders.*" *Alabama Anti-Tuberculosis League.*

Exercise*Crusaders.*

This is the way Crusaders walk

And this is the way they walk,
you see.

Have child play he is pushing the top of his head against the ceiling. This stretches the neck and pushes in the chin. Chest high, toe straight

ahead, swing legs freely from hips, mouth closed.

This is the way Crusaders run
And this is the way they run you
see.

Heads, chest same as for walking,
run very lightly and quickly.

Mouths closed.

This is the way Crusaders jump,
And this is the way they jump, you
see.

Good standing position, jump three
times.

Dixie Dance. (Music "Dixie").

Formation: Partners facing forward with inside hands joined high and outer hands at hip.

I. (a) Walk three steps forward and point, beginning with outside foot. Bend slightly toward partner on the point step. Repeat beginning with inside foot. Bend away from partner on the point step.

(b) Girl (right partner) turns under the raised arms with four steps, beginning with right and ending facing partner. Boy stands bending slightly to left and looks at partner. Boy repeats while girl bends slightly to right.

(c) Eight slides to girl's left and boy's left, away from partner. Boy's hands are at hips and girl's are at skirts. Eight slides returning.

II. Repeat (a) and (b) as above.

(c) Eight slides in line of direction (girl's right and

boy's left) with both hands joined.

Eight slides returning.

Maypole Dance.

The step used throughout is a vigorous skip, with high knee action and bending of body from side to side. Dancers in couples form a double circle, all facing around the circle.

A 1 Skip twelve counts, swing in to face center, without more skips.

B 1 With four skip steps all advance toward pole. With four skip steps all move back from pole. Repeat.

C 1 Partners join right hands and skip around each other (16 steps) ending with number 1 turned away from the pole and facing partner. (Number 1 in each couple is on left.)

A 2 One polka step to right, hop and point left foot toward partner; hop again, touching left toe behind right heel (2 measures). Repeat all in opposite direction.

B 2 Join right hands and turn partner with seven polka steps. All swing into single circle with one more polka step.

C 2 Beginning with right foot, all dance around circle, sixteen skips.

A 3 Repeat B 1 (four skips to pole, etc.).

B 3 (Music of B and C.) With four skipping steps, first couple advance to pole and

take ribbon in right hands. With four skips back to place and face each other. Each couple do the same in turn.

C 3 (Music of A and B.) With thirty-two skip steps all do grand chain, each number 2 going over partner's ribbon, under the next, etc.

A 4 With four skips all advance to pole and drop ribbons. All join hands and move back with four skips. Advance and retire again.

B 4 All dance sixteen skips around pole.

C 4 Number 1 of first couple releases hand of dancer in front of her. All continue skipping and number 1 leads dancers in a string away from pole, all singing.

(The music for the Maypole Dance is found in the Physical Training booklets issued by the University of the State of New York, and the State Dept. of Public Instruction, Michigan.)

(See bibliography, Exercise.)

Good march music with clearly accented time can be used.

Highland Schottische.

Formation: Single circle. Partners face each other. Left arm in half circle over head. Right hand on hip.

Measures 1-4. (1) Touch right toe to right side, hop left. (2) Raise right in back of left knee, hop left. (3) Touch right toe to right side, hop left. (4) Raise right in front of left knee, hop left. (5-8) Schottische step to right—slide, cut, leap, hop. Repeat step, starting to left, right arm up.

Measures 5-12. Partners hook right arms, left hands on hips. Starting with left foot, three running steps, and hop, extending right foot. Repeat three times. Hook left arms and repeat the exercise, starting with right foot. Repeat twice. On the last measure run forward four steps to meet new partner. Instead of running schottische, step-hop or hop polka may be used.

Repeat from beginning.

(The music for the Highland Schottische can be procured at any music store and is also found on records. The Physical Training booklets of the University of the State of New York and State Dept. of Public Instruction, Michigan, contain the music.)

Story Plays

Story Plays are a delightful substitute in the lower grades for the mimetic exercises and formal gymnastics of the upper grades. No stress should be placed upon uniformity of movements.

Value:

Afford joy and recreation.

Imitative movements are corrective.

Large and free movements are hygienic.

Cleanliness

Washing.

1. Wash clothes—raise seats. Stand between seat and desk facing front of room. Use back of seat in front of each child as wash board. Feet firm on floor, back straight, body

bent from waist. Scrub hard.

2. Put clothes through wringer. Stand in aisle facing side of room. Left hand guides clothes while right turns handle.

3. Take clothes out doors to hang on line. Hang up clothes. Stand on tip toes, arms raised high. Bend from waist to get other clothes to hang.

4. Breathing.

Emphasize standing with the feet firm on the floor.

Cleaning House.

Aim: To gain health through play.

To strengthen the postural muscles by stretching and bending.

1. Open windows.

Start at level of head, push up very, very high. Stretch to push as high as they will possibly go.

2. Roll up rugs.

Feet firm on floor. Bend from hips, palms outward, touch fingers to floor, walk forward.

3. Take out doors over shoulder. Walk briskly around room.

4. Beat.

Kneel with stick in each hand.

5. Shake.

Feet firm on floor, stand straight. Shake hands from wrists.

6. Sweep house.

7. Walk outside.

Blow nose correctly.

Get dust out of lungs.

Breathe deeply, in, out. Repeat.

Nutrition

In nutrition as possibly in no other

subject in the curriculum, it is essential that instruction keep pace with the child's physical and mental development. In order that instruction may lead to habit formation, methods of instruction must be both unique and attractive.

—*State Dept of Public Instruction, Penn.*

A Trip to An Orchard.

Aim: To give recreation.

To strengthen the postural muscles by stretching.

1. Walk briskly to orchard.

2. Look up for apples.

3. Stand on toes, reach for apples.

4. Climb ladder and toss fruit to playmates.

5. Reach up, shake limbs.

6. Climb down ladder.

7. Jump over stump.

8. Breathe fresh air.

9. Shake the last fruit from the tree. Stand on tip toes, arms raised high over head. Shake fruit from branches 8 to 10 times in succession.

Climbing the Ladder for Apples.

1. Raise right arm as if grasping ladder, bending right knee upward.

2. Recover position.

3. Raise left arm—bending left knee upward.

4. Recover position.

Making Garden.

1. Reach for hats and coats, spades and rakes.

2. Skip to garden.

3. Look up to see if the day will be pleasant.

4. Spade garden. Push spade in to earth, throw it away.

5. Rake earth.
6. Pick up stones, throw into piles.
7. Plant seeds from sack.
8. Breathe deeply.

—*Manual of Physical Education*,
W. Va.

Nutting.

1. Walk through woods, lifting feet high on account of leaves.
2. Climb over wall. (Step over seat and jump into pile of leaves.)
3. Shake tree making nuts fall.
4. Pick up nuts and put into bag.
5. Run home with bag over shoulder.
6. Shake nuts out of bag.
7. Crack nuts and eat them.
8. Tired, breathe deeply.

—*Manual of Physical Education*,
W. Va.

Countries.

1. Make the windmills of Holland. Two children stand back to back, with their right arms held diagonally up at side, left arms down at side. As they bring their right arm to side the left arm goes up. This movement is continued. Children are divided in couples for this.
2. Venetians poling gondola. Bring arms forward and back on the right side as if pushing gondola. Repeat on left side.
3. Scotchmen playing bagpipes.
4. Swiss climbing mountains. Walk around taking deep breaths and playing some tune. Walk around with high steps, using mountain stick to help.

5. Japanese walking in short, quick steps.

Industries in other countries may be used at the teacher's discretion.

What the Robin Saw.

Tell a story of Robin Red Breast. He flew away to different countries and this is what he saw.

1. Red Country: apples, cherries, red birds, roses.
2. Blue Country: bluebirds, violets, forget-me-nots, blueberries.
3. Yellow Country: pears, peaches, lemons, buttercups, yellow birds, dandelions.
4. Red, Yellow: oranges, carrots.
5. Yellow and blue countries touching make green: lettuce, other vegetables.
6. Red and blue countries touching make purple: purple grapes.

Place the names of the countries on the board. Children fill in the names.

Vegetable Man.

Aim: To give exercise.

To create an interest in good foods.

1. Players in a circle.
2. Each chooses the name of a good food either vegetable or fruit or cereal.
3. One player stands in the center and is the pure food man.
4. He asks in order the food each represents, then calls the names of two or three foods.
5. The players having these names must exchange places, the pure food man trying to get a place during the exchange.
6. If the players do not change places promptly the pure food

man may count 10. Any player who has not left his place forfeits it and must exchange places with the food man.

Our Foods.

Aim: To give joy by playing the game.

To correlate health and geography.

Choose sides, appoint a leader for each side.

The leader calls a country, pointing to a player on the other side. The player must respond with a food that comes from there before the leader counts 5. When the game is first played the leader may count 10.

If the player cannot give a good food, he sits.

The side wins that has the greater number standing at the close of the game. The leader cannot call upon any player twice until each one on the side has had a turn.

Example:

California—oranges.

Oregon—apples.

Illinois—wheat.

Vegetable, fruit, cereal.

1. The players stand or sit in a circle.
2. One player is in the center with a soft ball which he throws at one of the circle and says quickly "Vegetable, fruit or cereal," then repeats one of these and counts 10.
3. The player must name one according to the class before the thrower has finished counting 10.

Example: vegetables—carrots.

4. Should the player fail to name one, he must take the place of the thrower. A previously named vegetable, fruit or cereal cannot be given again.

Poison.

1. A circle is marked on the floor or ground considerably smaller than another circle formed by the players, clasping hands.
2. Call this smaller circle, coffee, tea, tobacco or bad air.
3. Each player tries, by pulling or pushing, to induce the others to step within the smaller circle, but endeavors to keep out of it himself. Any one who touches the ground within the inner circle, if only with one foot, is said to be poisoned.
4. As soon as this happens, the player or players so poisoned become catchers; the other players shout "POISONED" and at once break the circle and run for safety, which consists in standing on wood. The merest chip will answer, but growing plants are not counted wood.
5. Each child names his wood, any fruit, vegetable, good food or good health habit. The player or players poisoned may call upon any other child who is "safe" to tell him the name of his safety goal. If he cannot think of any before the catcher counts 5 he becomes a catcher.

The Pure Food Man.

1. Players in circle.
2. Each chooses the name of a

good food, either vegetable, fruit or cereal.

3. One player stands in the center and is the pure food man.
4. He asks in order the food each represents, then calls the names of two or three foods.
5. The players having these names must exchange places, the pure food man trying to get a place during the exchange.
6. If the players do not change places promptly, the food man may count ten. Any player who has not left his place forfeits it and must exchange places with the food man.

Rest

Wee Willie Winkie.

Wee Willie Winkie runs through the town
Upstairs and downstairs in his nightgown.

1. The children sit erect in their seats.
2. Wee Willie runs up and down the aisles.

Rapping at the window, calling through the lock

3. Wee Willie claps his hands, which is the signal for the children to go to sleep. He places both hands to his mouth as if calling.

Are the children in their beds,
For now 'tis seven o'clock?

4. Wee Willie taps one of the sleepers lightly on the shoulder.
5. He chases him, trying to catch him before Wee Willie reaches a goal in the room when he is safe.

Repeat.

Sleep.

Sleep, baby, sleep,
Thy father is watching the sheep,
Thy mother is shaking the dreamland tree,
And down comes a little dream on thee

Sleep, baby, sleep.

1. Sway the arms from left to right.
2. Raise hands above head, wave gently, shaking tree—lower arms gently to sides.
3. Sway left to right.

The Coming of the Sandman.

The rosy clouds float overhead.
The sun is going down,
And now the sandman's gentle tread,
Comes stealing through the town.
"White sand, white sand," he softly cries
As he shakes his hand,
Straightway there lies in dear one's eyes,
His gift of shining sand.
Blue eyes, gray eyes, black eyes, brown
As shuts the rose they softly close
When he goes through the town.

—MARGARET T. VANDERGRIFF.

1. Clock strikes seven.
2. Prepare for bed.
Wash hands, face, brush teeth.
3. Open windows.
4. Look up at stars.
Breathe deeply.
5. Jump into bed.
6. Relax.
7. Clock strikes.

Children waken—stretch.

—*Course of Study in Hygiene,*
Ohio State Dept. of Education.

Air

Windmill.

Music well accented.

1. Raise right arm sidewise, upward, inhale.

2. Raise left arm sidewise, upward, exhale.

(This is more effective if two children stand back to back.)

Weather Vane.

Raise arms to sides, shoulder level.
Twist trunk right, left, four counts.
Whirl.

Whirlwind.

Whirl lightly, waltz step, to seats.

Blowing up a paper bag.

1. Clear the nose.
2. Play there is a paper bag in right hand.
3. Inhale.
Take a deep breath—one.
Blow bag very large—two.
Burst the bag—three.

Two Minute or Relief Drill.

These drills should be given at least four times daily, twice in the morning and twice in the afternoon. They are composed of vigorous exercises which will stimulate the heart and lungs. They are also intended to relieve the cramped condition of the muscles caused by prolonged sitting in one position.

The simple one word commands are used to produce quick response to each exercise and to lessen the delay during a two minute drill. These drills may be successfully directed by pupil leaders.

Ready for Physical Training:—Sit!

(All books and papers quickly and quietly placed within the desk—monitors open doors and windows—coats and wraps removed.)

Class: Stand! (Face windows.)

1. Breathing. (Six times.)
Inhale counts 1-2-3-4.

Exhale counts 1-2.

2. Stretching. (Four times.)

Arms overhead: Raise!

Stretch the arms upward, palms toward each other, avoid bending backward.

Toes: Bend.

Bring arms sideways downward quickly, touching toes or as far down as possible without bending knees.

Shoulder: Place.

Stand erect, touching tips of fingers to outside of shoulders, elbows close to body.

Overhead: Raise.

(Same as before.) Make an effort to reach as high as possible, following direction of hands with the eyes, head well back.

Arms: Down.

Bring the hands quickly to position of attention.

3. Knee bending. (Four times.)

Hands on hips: Place.

Elbows back, although not forced, body erect.

Knee: Bend.

Bend deeply keeping body erect on counts 1-2, recover on counts 3-4.

Arms down.

4. Breathing. (Six times.) Same as 1.

Class: Sit.

Monitors close windows and doors, resuming class work without command.

—Used by permission of the Connecticut State Board of Education.

(For other relief drills, see Crusade manual.)

Mimetic Exercises—Follow the Leader.

1. One player is chosen as leader.
2. The others form in single file behind him and imitate anything he does.
3. The leader gives corrective exercises. (See page 170.)
4. Any one who fails to do the exercise drops out or pays a forfeit.
5. Sometimes there are children in the class who should not enter this game.

Shot Put.

Feet apart—jump—one.

Bend trunk forward, reach hands to floor.

Two—stand erect, throw shot.

Progressive Dodge Ball.

1. Draw two lines on floor dividing the space into three equal parts.
2. Players in three teams occupy the three spaces.
3. Name these teams Vegetables, Fruits, Cereals or Fats, Carbohydrates, Proteins.
4. Make a score board on the blackboard with the three headings.

5. Use a volley ball or light ball to prevent injury.
6. Play in three divisions of 3 to 10 minutes each.
7. Scores are made by hitting players of another team with the ball. It does not count to be hit after the ball has hit the floor.
8. As soon as the ball hits the floor the players in that section should try to get it and throw it at the opponents.
9. It is allowable to run to the boundary line to throw but not to step over it.
10. The throwing team occupies the middle section changing places with another team when the time expires.
11. The team having the lowest score at the end of the third period wins.

Helpfulness*The Traffic Cop.*

A busy corner in the city.

Children represent passing automobiles, street cars, trucks.

One child is the traffic officer.

Other children represent the pedestrians.

The officer signals when the pedestrians or vehicles may move.

CHAPTER V

Exercise and Posture

"Strong people should exercise to maintain perfect control of their strength. Weak people should exercise to increase and develop their physical ability. Fat people should exercise to prevent the accumulation of an inconvenient and dangerous disproportion. Thin people should exercise to make wiry the physique that they have and thereby constantly assist the muscles to absorb more nutrition from the blood."

—E. M. PHILIPS.

(See bibliography, Exercise, page 386. Stories, page 59. Games, page 175.)

Grade I

Emphasize exercise through story plays, page 181, and rhythmic games, page 177.

Grade II

What I need.

"Plenty of sunlight day by day
Plenty of exercise in play
Plenty of air both fresh and sweet
Plenty of wholesome food to eat.
Plenty of these and plenty of sleep
Healthy and strong my body to keep."

—HARRIETTE V. WOODWARD.

There are many reasons why exercise is good for us.

1. It makes the heart beat faster and harder.
This sends the blood racing through the body to do its work faster and better.
2. Exercise makes us perspire.
3. Exercise makes us warmer than before.
4. Exercise makes us breathe faster and deeper.
5. Exercise makes us hungry.
6. It also helps the stomach digest the food, if we do not take exercise soon after eating.
7. Exercise makes the muscles hard, large and strong.

—MARY S. HAVILAND, "*The Most Wonderful House*," by permission of the J. B. Lippincott Company.

Grade III

Relief Drill, page 186.

Many kinds of exercise are better than one kind because different kinds of exercise use different parts of the body.

"We should learn to swim, to play tennis, skate, play ball, row, wrestle, dance; besides the things we do in a gymnasium."

—MARY S. HAVILAND.

Use of the muscles:

1. Express thoughts, feelings.

2. Communicate with others.
3. Give pleasure to others.
(Kindly acts, singing, playing, drawing.)
4. Help in work and play.
5. Keep us in health.

Name health habits.

Purpose of taking exercise.

1. To gain and maintain correct posture.
2. To strengthen muscles.
3. To develop chest.
4. To start blood circulating.
5. To limber joints.
6. To make body graceful.
7. To develop skill.

—CAROLINE G. MONGIN (*Adapted.*)

The best place to exercise is out of doors. Why?

Bring pictures of outdoor sports and exercises.

Chore—I played outdoors with windows open a half hour.

Story—"The Boy Who Walked Around St. Michel," page 60.

Make an exercise poster.

Suggested titles:

Outdoor play keeps colds away.

Outdoor play makes us strong.

Outdoor play makes us good-looking.

Happiness and health.

"The first requisite to beauty is health."

—*Des Moines Register.*

Grade IV

Purpose of taking exercise:

1. To stimulate the circulation of the blood.
2. To increase body heat.
3. To aid digestion.

4. To strengthen the muscles.
5. To gain or maintain correct posture.
6. To develop the chest.
7. To limber the joints.
8. To make the body graceful.

Why should we take exercise in the school room?

Ask the pupils to place these points in an exercise notebook.

Grade V

"The masters of men in all times, men at the top of every line of effort were not alone those whose bodies were strong but those in whom physical exercise of some sort was an almost ceaseless characteristic!"

—W. J. CROMIE, "*Keeping Physically Fit.*"

Leaders of Men.

Aim: To give the pupils the inspiration to do great things. To show that keeping physically fit by the daily performance of the health chores is essential to a happy success.

1. Washington.

"In running, in wrestling, in the use of foils, in high jumping, climbing, shooting at a mark and pitching quoits, Washington excelled his mates. As a horseman from the beginning to the end of his vigorous life, Washington had no peer.

"In person, Washington, showed in his maturity the fruits of what athletes call training. His powers of endurance were worthy of his extraordinary physical strength."

—MRS. BURTON HARRISON.

2. Lincoln.

Noted for his strength and endurance.

3. Roosevelt.

Noted for his love of athletics and keeping brain alert by outdoor exercise.

4. Gladstone, Napoleon and Beecher.

Won the admiration of the world by the physical bodies and master minds they possessed.

5. Alcibiades.

Became master of the Athenians by reason of eloquence, grace of person and strength of body.

6. Cæsar.

Extremely skillful swordsman, horseman and good swimmer.

7. Plato.

Gave advice to mothers on nursery plays for children and urged upon lawmakers the necessity of legislation regarding games for the young.

8. Socrates.

Ancient history tells us he surpassed all men in physical endurance.

9. Moses.

Strong—else march over desert, sea and mountain would have exhausted him. "Moses was a hundred and twenty years old when he died, his eye was not dim, nor his natural forces abated."

"Some leaders are tall like Washington, others short like Napoleon

but almost all have bodies long in comparison to their height."

—DR. C. WARD CRAMPTON.

Grade VI

"Average men who do not indulge in hard physical labor, walk little and use their brains much, are of two types."

—GEORGE ELIOT FLINT.

Thin man

Nervous.

Dyspeptic.

Consumptive-looking.

Body poorly nourished.

Limbs painfully thin and weak.

Bones stick out as though they would break through the skin.

Fat man

Sleek.

Stomach protrudes beyond chest.

Legs seem too light to support comfortably so huge a body.

Chest muscles underdeveloped.

Arms slender as compared to his trunk.

Possesses about as much strength as a fairly vigorous woman.

Why you should exercise.

1. For the sake of:

a. Your country which owes its existence to the strength of its men and women.

b. The Creator who gave you a body to keep clean, strong and worthy of the best.

c. The strength of your family stock.

d. Your disposition.

e. Your appearance.

Add these points to the others in the Exercise Note Book, page 376.

Grade VII

Exercise.

1. To aid digestion.
2. To secure an erect and self-respecting carriage of the body.
3. To develop coördination of mind and muscle.
 - a. Prompt, accurate response.
 - b. Graceful, effective movement.
4. To give happiness by creating an intelligent interest in leisure time activities.

In all exercise drills emphasis should be placed upon:

1. Health, through exercise of large muscle groups; breathing exercises.
2. The habit of exercise. Regularity and a proper time not within thirty minutes after a meal nor five minutes before a meal.
3. Posture, through postural exercises.
4. Discipline, through orderly, alert and active response to command.

Study the games, sports and athletics of different nations. Correlate this with geography.

1. Norway and Sweden.
Skating, skiing, snowshoeing, tobogganing and indoor gymnastics in favor.
2. Temperate Climates.
The vigorous games of England and America.
3. Hot climates.

The leisurely pastimes such as those in which the Latin races indulge. For sustained effort, the temperate zone is most favorable.

4. Where the sea, lakes or rivers are found.

Water sports such as swimming, rowing, water polo, and the water joust.

5. Inland Countries.

Strong leaning to indoor games and gymnastics.

6. Sparsely settled, such as Canada, Finland and South Africa.

A predilection to long distance running, to weight throwing, to wrestling, and to feats of strength.

Debate: "Resolved that Golf Provides Better Exercise than Tennis."

(See Debates, page 374.)

The Uses of Play.

"Wisely directed play has a powerful influence on the physical, mental and moral health of the school child. Furthermore, the character of the instruction and direction of our children in their play today will have much to do with their physical, mental and moral standards as citizens in the community tomorrow. Our present obligation is therefore obvious."

Play that is wisely organized and effectively supervised will:

1. Produce and conserve health.
2. Counteract fatigue.
3. Make children (and adults) happy.
4. Arouse interest.
5. Sharpen wits.
6. Overcome awkwardness.

7. Develop strength, endurance and bodily control.
8. Secure obedience, ready response, respect for rules and regulations, orderly conduct, courtesy, self-restraint, self-control, love and habit of fair play, loyalty, honesty, sense of justice and a sociable spirit.
9. Health habits—physical, mental and moral—are formed through play.

—*Physical Training Syllabus. The University of the State of N. Y.*

Grade VIII

"One snowy day, about 400 years ago, a young Japanese doctor, named Akiyama, who had been interested in wrestling in China, went out for a walk. He noticed that the pine-tree branches, which had held themselves stiff and straight, were broken with the force of the wind and weight of the snow. But he saw that the willow branches, instead of being stiff, had bent themselves down to the ground and were unhurt. Then Akiyama got to thinking that it isn't size and strength that count so much as being light and quick and able to twist and bend. So he started a school where he taught people to become quick and skillful and how to overcome others who were much heavier and stronger than they. He made them eat good food and not to be greedy, take plenty of sleep and fresh air, keep very clean and lead a wholesome life—and the Japanese became wonderful wrestlers. He called his school 'Yoshing Riu' which means 'Spirit of the Willow Tree.'"

—MARY S. HAVILAND, *"The Most*

Wonderful House in the World," used by permission of the J. B. Lippincott Co.

Make a list of health chores that the Japanese doctor instructed his students to keep.

Could the students have accomplished his aim without these health activities?

Can eighth grade boys and girls have perfect health and neglect these things?

Play.

Aim: To promote health and bodily strength.

To teach the value of play.

"He whose blood is red, whose muscles are hard, whose sleep is sound, whose digestion is good, whose posture is erect, whose step is elastic, whose endurance is lasting, and whose nerves are steady, has just so many resources in life. Physical vigor and soundness contribute to happiness, to accomplishment and to service to society, to state and to country."

—*State Department of Public Instruction, New Jersey.*

The Value of Play:

1. To provide a most necessary outlet for the energies.
2. To afford splendid opportunity for mental and physical development.
3. To provide moral training in self-control, courage and the spirit of fair play.

"The most wholesome and attractive personalities that we meet are those who have learned to play in their youth and never lost the art. The most pitiable personalities that we meet are those who have never

learned to play and who try to release the play instinct and its activities with alcohol or other drugs."

"To achieve the shrewd, sober mind of a man, yet still retain the glad gay heart of a boy seems surely the happiest mental fate that could happen to any person."

—REX BEACH.

Neighborhood Recreation.

Aim: To show the relation between recreation and health.

The division of our time.

There are twenty-four hours in the day. People use them in different ways. What do you think is the best way to divide them for use? There are seven days in the week. Is it best to spend all of them in the same way with the same kind of work each day? Why do we need a change in work, or even in play?

What recreations do the families of our neighborhood enjoy? Do we provide for older people as well as for the children? What additional recreation could we have? How could we go about it to arrange for them? What do you think about Saturday afternoon holidays for the whole family?

Recreation:

"We believe that recreation is precious because it can be pronounced recreation! Out of it we are born again, and better born. We start our work with deeper-seeing eyes, we are less 'stupid' in the affections."

—DR. RICHARD C. CABOT.

Different kinds of recreation for country and city children.

1. Recreation ought always to be of such kind as is most needed by the child. If the children of the town differ in habits of life from those of the country, then recreation ought to meet such differences.

2. Country children often need recreation as much or more than city children because there may be less in their community to entertain and less of a variety to develop the necessary elements in real recreation. Physical exertion is not necessarily recreation. If a child is not well and is much under normal weight, rest in the open air is better than hard play.

3. Make a list of the games played by children in the city. Then make a list of games played by children in the rural districts. In how far are the games the same? Which seems to have the more different games? Do most children know many games?

4. The congested conditions in cities necessitate special playgrounds for children. Describe the playground near your home. Describe any beautiful park you have seen in your city or in the country.

5. What do you mean by supervised play? What are its advantages? Do we need to learn how to play?

—*Department of Public Instruction, Iowa.*

Walking

"So many and so undoubted are the benefits of walking that, as a form of exercise, it has won a secure and prominent place in all advanced systems of health culture. It would be difficult to name another mode of bodily exercise that for the maintenance and promotion of normal health could seriously dispute its right to such high praise."

—ALVIN B. KUHN.

Grade VII

Walking.

Aim: To create an interest in one of the most beneficial forms of exercise.

"If you cannot play golf, polo, or tennis, fence, paddle a canoe, ride horseback, swim, dig in a garden or climb the Alps, you at least can walk, walk, walk and if you try, no doubt you can do it in good company on interesting ways thereby resting and cultivating your mind while working your body—a health producing combination."

—*Life Extension Institute.*

Organize a walking or hiking club.

1. Organize under the direction of the teacher or of a reliable older pupil.
2. Study birds, trees, flowers, street cleaning, bridge building, sanitation, health service, scouting.

"Walking, which is an excellent exercise and available to every one should never be confused with loitering or strolling. Fast walking in the open, especially in the country, is in-

vigorating, restful and has the added advantage of making the man interested in his surroundings and in the wonders of the natural world which he was meant to enjoy."

—C. E. TURNER.

Grade VIII

Why walking is good exercise:

1. Available and suitable for all ages and conditions and in all seasons.

2. It is a national pastime of at least one great foreign nation whose women are renowned for their beauty and vigor.

3. It is a form of exercise which has been a favorite with many sages since a Greek philosopher rambled with his students through the hills and valleys of Attica.

4. It is one of the best all-round exercises.

5. It should be dignified by receiving at least the same attention in schools that elocution has and it should be popularized by the formation of walking clubs. It is a democratic sport, a simple pleasure, and invaluable therapeutic agent and may well receive enthusiastic endorsement from every source.

—*U. S. Public Health Service.*

Benjamin Franklin, who was a wise philosopher as well as an eminent statesman, believed that one hour's walking was worth four hours' horseback riding and more than equal to "lolling in a carriage" all day.

Walking in the country or over uneven ground is far better than

walking on city pavements. It is some running or trotting with walking. desirable to combine climbing and ing.

Posture

"One of the by-products of good posture is a very desirable thing and its possession is often thought to be one of the most priceless of all the human desires, simply Good Health."

—FLOYD A. ROWE.

Teachers' Reference.

(Bibliography, Posture, page 395.)

Suggestions for the grades, page 164.

Stories, page 133.

Quotations, page 213.

Grade I

Story—"Old Scowly Spine Pack," page 133.

Games—"March of the Health Heroes," page 167; "Cleaning House," page 182; "A Trip to an Orchard," page 182.

Squat Tag—This game is suitable for any grade, page 167.

Sitting Posture, page 164.

Grade II

Commands to secure good posture.

Lift the head!

Push up top of head!

Lift the chest!

Stretch the knees!

Stretch the ankles!

Game—"Health Clown," page 168.

Aim: To increase blood flow through the various organs. To help correct round or stooped shoulders.

Game—"Soldiers of Peace," page 167.

Grade III

Game—"I Say Stoop," page 168.

Aim: To afford muscular relief. To secure good posture.

Every game to be of value must have the spirit of fun and play in it. Always play games outdoors when possible, or with the windows open.

Commands:

Grow an inch!

Press back the knees!

Stand like a soldier!

Stand tall!

Grade IV

Story—"The Young Prince and the Robber Children," page 135.

Pictures which illustrate good posture.

Winged Victory.

Mercury.

Queen Louise.

Washington on Horseback.

General Lee.

(These pictures may be procured in half-penny and penny sizes from the Perry Pictures Co., Malden, Mass.; the G. P. Brown Co., Beverly, Mass.; and the Thos. Charles Co., Cambridge, Mass.)

Show pictures of athletes in action.

Correct sitting position, page 164.

Correct standing position, page 165.

Commands to secure good posture. (Give at different times.)

Head, up!

Chest, up!

Waist, flat!

Weight, forward!

"The importance of a correct posture in developing and maintaining health is so obvious that it should be unnecessary to emphasize it; unfortunately, it is forgotten or disregarded to an alarming extent, and it is essential, therefore, that those who are interested should repeatedly bring it to the attention of the public.

"Posture involves the position of the feet, of the trunk and of the head, —the feet, particularly, in standing and walking; the trunk and head in sitting."

—DR. JOHN BAPST BLAKE.

Common causes of faulty posture, page 165.

Game—"Shelter Stand," page 169.

Grade V

Commands to secure good posture.

Correct and healthful posture in standing and walking is an ideal which is most easily developed through:

1. Appealing to the desires.
2. Acquainting the children with its value and desirability.
3. Acquainting them with standards of good posture.

—From *"Education in Health."*

Teachers' Reference:

See bibliography, Posture, page 395.

Read "Correct Posture," Crusade manual.

Chore—I tried to keep good posture and to breathe fresh air always through my nose.

Review commands to secure good posture in grades II, III, IV.
Posture Exercises, page 166.

Grade VI

Posture:

There is a present day tendency to "slouch" or "slump" especially among young people. Rounded shoulders and relaxed abdominal walls are often associated with serious nervous maladies. Prolapse or "falling" of the stomach, abdominal organs, or pelvic organs, and constipation also accompany faulty posture. The normal relations of organs are disturbed and the proper circulation of the blood is prevented by faulty habits of walking, standing, and sitting.

An erect posture, whether standing or sitting, deep breathing and exercises to improve the tone of the abdominal muscles will prevent much ill-health.

In standing, the heels should be well apart and the toes pointed straight ahead, chin in, chest arched forward, abdomen in.

In sitting, the easiest position is with feet (not legs) crossed and the body resting on the full length of the thighs.

—*"Keep-Well Leaflets," Life Extension Institute.*

Review correct sitting and standing positions and common causes of faulty posture.

See posture drill for, grades VI, VII, VIII, page 170. Choose one for the sixth grade.

"Whether good health is an attribute of good posture or vice versa is beyond my power to decide. There can be no question however that good posture is an excellent index to good health. Picture if you will the 'old folks' you know intimately. The ones who sit straight even when rest-

ing in a rocking chair, who walk with head up and a smile on the face tell the story that good carriage and posture are an index to physical energy and well-being."

—FLOYD A. ROWE.

Note the proper adjustment of the seats and desks.

1. Desk too low—crouching attitude assumed.
2. Desk too high—shoulders are elevated; head and chest are thrown out of position.

Choose posture games and exercises from pages 164-170.

Grades VII-VIII

The Relation of Posture to Health.

Body Form Types:

1. The stout, stocky, rather placid child.
2. The slender, lanky rather high-strung child.
3. The mean between these two, which is neither too fat, nor too thin, too dull nor too pre-normal a type for the erect human biped, but which does not mean that it is necessarily the usual type.

It is the slender, lanky, rather high-strung child in which faulty posture is most prone to occur.

A boy with faulty posture will grow up into an easily tired man with persistent indigestion, unless he is stimulated to correct his attitude in youth. Adults of this type are the ones commonly found in sanatoria for tuberculosis.

How shall we cultivate and establish good posture?

1. By holding its image before the

child in ourselves and counting upon the strength of the child's imitative impulses.

2. Sometimes, by stimulating the action of the intestines by a skillfully given abdominal massage.

3. By insisting upon certain periods of rest, especially after the food intake, in which the child's body is so placed in recumbency that the desired standing positions are emphasized, perhaps exaggerated.

4. By striving to strengthen muscles and make habitual correct attitudes by carefully supervised exercises, simple in character, few in number, but meticulous as to "form."

5. By most careful regulation of diet and general pediatric control.

From the earliest times the armies of conquering nations have been examples of good posture. Sculptors of all ages have vivified their subjects by making them sit and stand in these attitudes alike essential to true repose, strength and alertness. Snapshot pictures of athletes straining at their tasks, calling forth unconsciously every last ounce of endurance, show perfect posture in every line.

This question of faulty posture cannot be lightly passed over. To-day quite as much as ever before, perhaps more than ever before, the potential workers of the world, our children, must not only be educated to do their mental sums; to be physically and spiritually clean, they must be taught to embody these acquirements in their carriage, and to gain not alone good health, but that real

and subtle thing called personal presence. In this there is no more important element than the impression of mental pose and of physical efficiency

which good posture invariably conveys.

—DR. ROBERT OSGOOD, *Boston*.
(*Adapted.*)

CHAPTER VI

Poems and Quotations

Air



Picture by courtesy of Ohio Public Health Ass'n. Cut loaned by Rochester (N. Y.) Tuberculosis Ass'n.

And into rolls make it,
And give it to us in the morn."

—Old Rhyme.

Over the chimney the nightwind sang
It chanted a melody no one knew;
But the Poet listened and smiled, for he
Was man and woman and child, all three,
He said, "It is God's own harmony,
This wind we hear in the chimney."

—BRET HARTE.

The air was warm and light, the sky
so blue it seemed to laugh with a promise
of eternal good things. The sunshine
breathed hope, health, youth and joy.

—GERTRUDE ATHERTON.

Wonderful and delicious weather!
Soft health giving sunlight; the air a
limpid blue—twittering of birds—even
the distant voices of the city have some-
thing young and springlike in them. I
feel myself born again. All the win-
dows of the soul are clear. The atmos-
phere is steeped in joy. May is full of
beauty.

—H. F. AMIEL.

The North Wind

The wind rushed out of his home in the
North

And his comrades brave did call;
"Ho Frost and Snow!" he cried, "come
forth:

Come forth, I have need of you all.
The flowers are sleeping, the harvest is
in,

The earth is bare again;
So join with me in a merry din,
King Winter has come to reign!"

The white frost slipped from his icicle
cave,

He leaped and laughed with glee,
As a coating of shiny armor he gave
To every river and tree.

—D. HOWARD.

Blow wind, blow—
And go, mill go,
That the baker may take it

I hear the wind among the trees
Playing celestial symphonies
I see the branches downward bent
Like keys of some great instrument.

—LONGFELLOW.

Open the door, let in the air;
The winds are sweet, the flowers are fair,
Joy is abroad in the world today
If our door is open, it may come our way.

—British Weekly

Deep purposeful breathing in the open
air prevents the accumulation of fat, as
it acts like a pair of active bellows on
a furnace fire. It quickens the digestive
processes, and quickly gets rid of waste
products.

—WM. J. CROMIE.

"Night Air? What are you afraid
of?" asked Florence Nightingale in her

reports from the Crimean Hospitals. "Do you suppose God's free air is made deadly by the temporary absence of light? You surely cannot expect to breathe day-air after sunset; your only choice is between the life giving, health-restoring night-air of the outdoor world and the vitiated, sickening night-air of your sweltering rooms!"

Fresh air often stimulates when all else fails. Especially is this true when both mind and body are exhausted.

—DELBERT M. STANLEY

Not to know how to breathe to best advantage and to completeness is not to keep healthy. More temporary ill-feeling and no doubt permanent disease is conditioned upon neglected breathing than upon any one fault in the mechanism of life.

—DR. SAMUEL DELANO.

The Wind

The wind has a language, I would I could learn,
Sometimes it is soothing, sometimes it is stern,
Sometimes it comes like a low sweet song,
And all things grow calm, as the sound floats along.

The forest is lulled by the dreamy strain,
And slumber sinks down on the wandering main.

Its crystal arms are folded in rest
And the tall ship sleeps on its heaving breast.

—LETITIA E. LANDON.

For the long breath, the deep breath, the breath of the heart without care—
I will give thanks and adore thee, God of the open air.

—HENRY VAN DYKE.

A fresh air policy is the best kind of life insurance.

—*Wisconsin Crusader.*

Open Window Week

Open all the windows
Send the death rate down,
Let the winter breezes
Travel through the town.
Drafts are only bogies
Steam heat is a sin;

Air will wash your colds away
And make the red blood spin.

Get your coats and sweaters
Get your scarfs and tams:
Race the slow old street cars
Race the creeping trams.
First among the doctors
Is the shining sun
Go out in the sunny streets
And run, run, run.

—MARGARET FRANKLIN in *New York Tribune.*

Fresh Air

Gaily afield, this morning of the skies,
From the earth's wide bowl a blessed draught I draw—

Bring me, sweet air, the courage of the hills,

A long day is before me; murmur low
The meadow-charms that masters frets and ills.

The healthful secret that the woodlands know.

—AMOS R. WELLS.

The cold weather season should be the healthiest season of the year; and it would be, were it not for the indoor conditions under which so many people live.

Overheated and poorly ventilated living rooms and sleeping chambers are the agencies that lower resistance to disease and actually aid in its propagation.

We need fresh, pure air all the time. Sleeping or waking, resting or working, sick or well, our supply of good, fresh, uncooked air should never be curtailed either as to quality or quantity. The trouble is that in most homes, especially steam heated apartments, the air supply is a devitalized "cooked" or "baked" air. In addition to this, it is as a rule overheated and dry. And this means indoor conditions that make for sickness and disease.

—*Chicago School of Sanitary Instruction.*

Give him air, he'll straight be well.

—SHAKESPEARE.

Pure air promotes physical and psychological perfection.

—*Michigan Dept. of Health.*

The efficiency of the school room is more than doubled by good ventilation.

—*Bulletin of South Dakota Public Health Assn.*

Cheerfulness

An excellent way to furnish the mind with material for right thinking is to commit to memory some of the sayings

of great men and to ponder them at leisure.

—GRENVILLE KLESNER.

Jog on, jog on, the footpath way
And merrily jump the stile, boys.
A merry heart goes all the day,
A sad one tires in a mile, boys.

—*Mother Goose.*

My World

The world is such a happy place for any
child to be,
With pleasant things to sing about and
pleasant things to see
With other little children near, with
pleasant roads to go,
And many wondrous happenings which
only children know.

The world is full of lullabies and loves
for little heads.

With mother dears to sit beside the
sleepy trundle beds,
With pleasant dreams to run among as
far as you can see,

The world is such a pleasant place for
any child to be.

—CAROLYN SHERWIN BAILEY.

Little Girl

When little girl wakes in the morning
gay,

Then everybody is glad;

The cat in the kitchen sits purring away,
And the puppy dog barks like mad,

The bell in the steeple turns head over
heels,

That's his way of showing how glad he
feels:

All the great wide world seems to say,
"Our dear Little Girl is happy today!"

When Little Girl wakes in the morning
sad,

Then everybody must mourn;

The little birds cry, the big birds sigh,
And the scarecrow sobs in the corn.

The fishes all pull their hankies out,
To go and weep with the poor hornpout,

The tall clock says "Look, I'm sorry to
say,

Our dear Little Girl is sad today."

Little Girl, when you go to your beddy
at night,

Put a smile right under your pillow,
When you waken, just slip it on tight

To wear it all day with a will, oh!

Then the sun will shine, the wind will
blow,

And the bells will ring, "Ho, ho! ho!
ho!"

For in all the wide world there's naught
can be

So sweet as a happy child to see.

—LAURA RICHARDS—*From "Three Minute*

Stories." Used by permission of the Page
Company.

A Nursery Song

Oh, Peterkin Pout and Gregory Grout,
Are two little goblins black,
Full oft from my house I've driven them
out,

But somehow they still come back.

They clamber up to the baby's mouth,

And pull the corners down;

They perch aloft on the baby's brow

And twist it into a frown.

But Samuel Smile and Samuel Laugh,

Are two little fairies light

They're always ready for fun and chaff,

Sunshine is their delight.

When they merrily creep into baby's eyes,

Why there the sunbeams are;

And when they peep through her rosy
lips,

Her laughter rings near and far.

—LAURA RICHARDS—*from "The Hurdy
Gurdy."* Used by permission of the Page
Company.

How can a little child be merry

In snowy, blowy, January?

By each doing what is best,

By loving working for the rest.

So can a little child be merry

In snowy, blowy, January.

—*Selected.*

A smile and two merry eyes,

To make the pleasantest of skies.

One laugh or many if you please

To make the sweetest summer breeze.

All these, if used well and aright,

Will even make a dark day bright.

—PHOEBE CARY.

A bit of work, a bit of play,

And lots of quiet sleep

A cheerful heart and a sunny face,

The health chores done at a merry pace

Ah, that's the way the children grow,

Don't you know?

That's the way little children grow.

—*Selected.*

Some people are always grumbling be-
cause roses have thorns. I am thankful
that thorns have roses.

—ALPHONSE KARR.

Language was given to us that we
might say pleasant things to each other.

—O. H. BAKELESS.

A merry heart maketh a cheerful
countenance.

—*Old Testament.*

Miss Fret and Miss Laugh

Cries little Miss Fret in a very great pet,
"I hate this warm weather, it's horrid to
tan,

It scorches my nose, it blisters my toes
And wherever I go I must carry a fan."
Chirps little Miss Laugh, "Why, I could
not tell half

The fun I am having this bright summer
day.

I sing through the hours, I cull pretty
flowers,

I ride like a queen on the sweet-smelling
hay."

—MARGARET SANGSTER.

It was only a little blossom
Just the faintest blush of bloom,
But it brought a glimpse of sunshine
To a little darkened room.
It was only a cheery "good morning"
As he passed along the way,
But it spread the morning's glory
Over the live-long day.

—CARLOTTA PERRY.

Look for goodness, look for gladness,
You will meet them all the while,
If you bring a smiling visage
To the glass, you meet a smile.

—ALICE CARY.

I think cheerfulness is a fortune in
itself.

—GEORGE ELIOT.

That nation is wealthiest that has the
greatest number of happy useful human
beings.

—RUSKIN.

The world is so full of a number of
things,

I'm sure we should all be as happy as
kings.

—ROBERT LOUIS STEVENSON.

The happiest heart that ever beat,
Was in some quiet breast,
That found the common daylight sweet,
And left to Heaven the rest.

—JAMES VANCE CHENEY.

There is a royal road to happiness and
that a simple path. Make somebody else
happy.

—SPURGEON.

It is a comely fashion to be glad,
Joy is the grace we say to God.

—JEAN INGELow.

Every right action, every true thought

sets the seal of its beauty on person and
face.

—RUSKIN.

Happiness is a wayside flower that
grows along the highway of usefulness.

—JEAN PAUL RICHTER.

To me there is no duty we so much
underrate as the duty of being happy.

—ROBERT LOUIS STEVENSON.

Keep your fears to yourself but share
your courage with others.

—ROBERT LOUIS STEVENSON.

To be calm and serene, and yet full
of energy and hope of higher things—
this comes to him whose life aims at
the best.

—PHILLIPS BROOKS.

Only a smile! Yet it cast a spell
Over the sky which had been so gray;
The rain made music wherever it fell
The wind sang the tones of a clear sweet
bell

And a heart was lighter that day.

—Los Angeles Times.

Happiness is a kind of energy.

—ARISTOTLE.

Pleasant words are as a honey comb,
sweet to the soul and health to the bones.

—Prov. XVI 24.

Fear less, hope more
Eat less, chew more.
Whine less, smile more
Talk less, say more,
Grumble less, praise more
And all good things are thine.

—Adapted from an Old Proverb.

We can only have the highest happi-
ness, such as goes along with being a
great man by doing our work well and
by having wide thoughts and much feel-
ing for the rest of the world as well as
ourselves.

—GEORGE ELIOT.

Much better it is to be happy,
You're so much more apt to be good,
For they who feel sad and ill-treated—
How can they behave as they should?

But who can do wrong when he's happy,
When his face is cheery and bright?
To keep folks happy and healthy is
The best way to make them do right.

—MARIA JOHNS HAMMOND.

The Doctor

When with stress your eyes are blinking
And your heart with fear is shrinking,
Call in Doctor Cheerful Thinking.

He's the head of his profession,
Leader of the whole procession,
Curing trouble and depression.

Gives you medicines beguiling—
Hope and Faith on Courage piling,
Mixed with Sympathetic Smiling.

Tonic Thoughts and Sunny Notions,
Pills of Fancy, Mirthful Potions,
Soothing all the soul's commotions—

Good old Doctor Cheerful Thinking!
He's the chap when hearts are sinking,
And with tears your eyes are blinking.
—JOHN KENDRICK BANGS—from *"The Cheery Way."* Copyright 1920 by Harper Bros.

Every morning seems to say,
"There's something happy on the way
And God sends love to you."
—HENRY VAN DYKE.

What if thy heaven be overcast,
The dark appearance will not last,
Expect a brighter day.
—WILLIAM COWPER.

It is worth a thousand pounds a year
to have the habit of looking on the bright
side of things.

—SAMUEL JOHNSON.

O thou, who kindly dost provide
For every creature's want!
We bless thee, God of nature wide
For all thy goodness lent.
And if it please thee, Heavenly guide,
May never worse be sent.
But whether granted or denied,
Lord, bless us with content.

—ROBERT BURNS.

Cheerfulness is as natural to the heart
of a man in strong health as color to
his cheek; and whenever there is habit-
ual gloom there must be either bad air,
unwholesome food, improperly severe la-
bor or erring habits of life.

—RUSKIN.

Think happiness each chance you get—
and think it good and strong,
Look for it in the by-ways as you grimly
pass along.
Perhaps it is a stranger now whose visit
never comes:
But think it! soon you'll find that you
and happiness are chums.

—J. W. WRIGHT.

I would not worry if I were you, just
make up your mind to do better if you
get a chance and be content with that.

—BEATRICE HARRADEN.

Be glad to live because it gives you
the chance to love, to work, to play, and
to look up at the stars.

—HENRY VAN DYKE.

For we know not every morrow can be
sad,

So forgetting all the sorrow,
We have had
Let us fold away our fears,
And put by our foolish tears,
And through all the coming years,
Just be glad.

—JAMES WHITCOMB RILEY.

To Melancholy

Melancholy! Melancholy!
I've no use for you, by golly!
Yet I'm going to keep you hidden
In some chamber dark, forbidden,
Just as though you were a prize, sir,
Made of gold, and I a miser,—
Not because I think you jolly,
Melancholy.
Not for that I mean to hoard you
Keep you, clothe and lodge and board
you,

As I would my sisters, brothers,
Cousins, aunts and two grandmothers.
That you shall not bother others
With your sniffing, snuffing folly,
Howling, yowling Melancholy.

—JOHN KENDRICK BANGS—from *"Songs of Cheer."* Copyright 1920 by Harper Bros.

When you've nearly drowned in trouble,
and the world is dark as ink;
When you feel yourself sinking 'neath the
strain

When you think, "I've got to holler
'Help,' just take another breath
And pretend you've lost your voice and
can't complain!

(That's the idea!)

Pretend you've lost your voice and can't
complain!

—EVERARD JACK APPLETON—from *The Quiet Courage*, Stewart & Kidd Co.

Never mind the tangled web, on which
today you work,
Or fret because your plan seems incom-
plete.

Your faithful toiling now begun,
Shall earn at last a glad "Well done!"
So keep a toiling on, and just "keep
sweet."

—GRANT COLFAX TULLAR.

Laughter

Laughter has a distinct health value.

It expands the chest and forces out the bad air from the least used air cells at the apex of the lungs. It is also a delightful tonic for the stomach and liver, thus aiding digestion. It increases the circulation, thus producing warmth.

—M. V. O'SHEA.

What a capital, kindly, honest, jolly, glorious thing is a laugh! What a tonic! What an exorciser of evil spirits! How it opens the brows of kindness. Like a "thing of beauty, it is a joy forever."

—*Des Moines Register.*

Every time a man laughs he takes a kink out of the chain of life.

—JOSH BILLINGS.

Laughter is the magic lens through which we see the brightest and the best of life.

—*Detroit Free Press.*

Mirth is God's medicine. Everybody ought to bathe in it. A man without laughter is like a wagon without springs, in which one is caused disagreeably to jolt by every pebble over which it runs.

—HENRY WARD BEECHER.

Laughter is the greatest of all physical exercises. Nature must have thought a great deal of man and appreciated him highly when she made him the only animal that can laugh.

A good, real, unrestrained, hearty laugh is a sort of glorified internal massage, performed rapidly and automatically. It manipulates and revitalizes corners and unexplored crannies of the system that are unresponsive to most other exercise methods.

There is not the remotest corner or little inlet of the minute blood vessels that does not feel some wavelet from the convulsion caused by good, hearty laughter. The life principle, or the central man, is shaken to its innermost depths, sending new tides of life and strength to the surface, thus tending materially to insure and to increase good health.

The wonders that laughter can do in the matter of digestion, if realized, would wipe indigestion off the map. Our ancestors of centuries ago were, if we were to believe history, often unrefined and sometimes coarse and vulgar in their dinner stories and their uproarious

laughter, but they were wise in their day and generation when they had jesters and buffoons at the table to make them laugh.

—*Editorial from New York Tribune.*

A laugh is worth a hundred groans in any market.

—CHARLES LAMB.

Remember, men need laughter sometimes more than food. If thou hast no cheer thyself to spare, thou mayst go-a-gathering it from door to door and carry it to those who need.

—ANNA FELLOWS JOHNSTON.

Laughter is sunshine. It chases winter from the face.

—VICTOR HUGO.

Cheerful People

Healthy and cheerful he wakes from his repose,
Breasts the keen air and carols as he goes.

—GOLDSMITH.

A man he is of cheerful yesterdays,
And confident tomorrows.

—WORDSWORTH.

He sang of joy: whate'er he knew of sadness,
He kept for his own heart's peculiar share:
So well he sang, the world imagined gladness,
To be sole tenant there.

—FLORENCE EARLE COATES.

Happy the man, and he alone,
Who, master of himself, can say,
This day, at least, hath been mine own,
For I have cleanly lived today.

—HORACE.

His heart so deep and true, so full of honor,
yet with so much room for every gentle and unselfish thought.

—CHARLES DICKENS.

To be calm and serene, and yet full of energy and hope of higher things—this comes to him whose life aims at the best.

—PHILLIPS BROOKS.

Her face was a good counsel against discouragement and the cheerful quietude of her demeanor was a rebuke to all rebellious and discontented thoughts.

—HENRY VAN DYKE.

Blessings on the man who smiles! I do not mean the man who smiles for

effect nor the one who smiles when the world smiles. I mean the man whose smile is born of an inner radiance.

—GEORGE L. PERIN.

Try it for a day I beseech you, to preserve yourself in an easy and cheerful frame of mind. Compare the day in which you have rooted out the weeds of dissatisfaction with that on which you allowed it to grow. You will find your heart open to every good motive, your life strengthened and your breast armed with a panoply against the trick of every fate; truly you will wonder at your own improvement.

—JEAN PAUL RICHTER.

Sunshine was he,
In the winter days,
And in the midsummer,
Coolness and shade.

—Arabian.

I pray the prayer of Plato old,
"God make thee beautiful within."

—WHITTIER.

Own, if you can, one of those welcome faces that bring the sunshine to life's shadowed places.

—NIXON WATERMAN.

It is always good to know, if only in passing, a charming human being; it refreshes our lives like flowers, woods and clear brooks.

—GEORGE ELIOT.

"What's the use?" hangs on the Pessimist's wall.

"Isn't it fun?" over the desk of the Optimist.

—FRANK CRANE.

She was a cheerful little thing and had a quaint brightness about her that was infinitely pleasant.

—CHARLES DICKENS.

His years of childhood had condensed

into a jumble of sunny hours, yet their golden harvest was in his heart.

—BLACKWOOD.

One of those large-hearted, sweet blooded natures that never knows a narrow or a grudging thought.

—GEORGE ELIOT.

Sunshine

God's bright sunshine on the hills,
Soft mists hanging o'er the rills,
Blushing flowers of loveliness,
Trembling with the light wind's kiss,—
Oh, the soul forgets its care,
Looking on a world so fair.

—PHOEBE CARY.

Some days shall bring the golden sun,
Some days the rain shall fall;
We will be glad for every one,
The dear God made them all.

—HARRIET M. MILLS.

If I were a sunbeam,
I know where I should go
Into lowliest hovels
Dark with want and woe.
While sad hearts looked upward,
There would I shine and shine,
Until they thought of heaven,
Their sweet home and mine.

—Selected.

Whether fair, whether foul,
Be it wet or dry,
Cloudy time or shiny time,
The sun is in the sky.

Gloomy night, sparkle night,
Be it glad or dread,
Cloudy time or shiny time,
Stars are overhead.

—From "Clouds and Sunshine."

Truly the light is sweet and a pleasant thing it is for the eyes to behold the sun.

—SOLOMON.

Open the door, let in the sun;
He hath a smile for every one.
He hath made of the raindrops gold and
gems;
He giveth to us health's diadems.
Open the door.

—British Weekly.

Cleanliness

Getting Ready for Father

First we wash the baby's face,
Every smooth and dimply place.
Brow, eyes, cheeks,—

Oh, this is fun!
Nose, mouth, chin,
Now all is done.
There! so clean a face as this
Father lovingly will kiss.

Now the little hands, oh, oh!
 They need washing, that we know,
 Even to the creasy wrists,
 So uncurl those chubby fists.
 We shall have fingers, palms and thumbs,
 Clean and sweet when Father comes.
 —EMILIE POULSSON, from *"Father and Baby Plays."* Copyrighted and used by permission of the Century Company.

Here's a Little Wash Bench

Here's a little wash bench (fingers make bench).
 Here's a little tub (fingers make tub).
 Here's a little scrubbing board (fingers make scrubbing board).
 Here's the way to rub (fingers start to rub).
 Here's a little cake of soap
 Here's a dipper new (fist with bent finger for handle).
 Here's a basket wide and deep (both arms down, fingers touching).
 Here are clothes pins two (two parts of fingers for prongs).
 Here's the line away up high (pointing and stretching).
 Here the clothes are flying (waving hands).
 Here's the sun so warm and bright,
 (round space between hands).
 Now the washing's drying.
 —EDITH GOODYEAR. Copyright: Used by courtesy of St. Nicholas and The University Society, publishers of the Boys' and Girls' Bookshelf.

A Mystery

Flowers from clods of clay and mud;
 Flowers so bright and grass so green,
 Tell me blade and leaf and bud,
 How it is you're all so clean?
 If my fingers touch these sods,
 See, they're streaked with sticky earth.
 Yet you spring from clayey clods,
 Pure and fresh and fair from birth.

Do you wash yourselves at night
 In a bath of diamond dew,
 That you look so fresh and bright
 When the morning dawns on you?

God perhaps sends summer showers,
 When the grass grows gray for rain,
 To wash the faces of his flowers
 And bid his fields be green again.

Tell me, blade and leaf and bud,
 Flowers so fair and grass so green,
 Growing out of clay and mud;
 How it is you're all so clean?

—GABRIEL SETOUN.

They who teach Godliness should practice cleanliness.

—SPURGEON.

Cleanliness is next to Godliness.

—WESLEY.

Tolerate no uncleanness in body, clothes or habitation.

—FRANKLIN.

Civilization begins with soap.

—Galveston Times.

The clean city may not be a health resort, but it has a tendency in that direction.

—Life.

Clean yourself, your home, your shed,
 Clean your barn in every part.
 But brush the cobwebs from your head
 And sweep the snowbanks from your heart.

—SAM WALTER FOSS.

When the matter is generally understood, it will be a greater reproach to the housewife to have flies and mosquitoes than to have bedbugs.

—DR. EDWARD ROSENAU.

Bathing

Seven million little openings
 God has made upon your skin.
 Mouths of tiny little sewers
 That run everywhere, within.
 Along these many sewers
 All impurities must go.
 That are not by other outlets
 Carried off with active flow.
 —Mother Truth's Melodies.

Muddy Jim

A naughty lad
 Was muddy Jim.
 He hated soap
 And water.
 Nice little girls
 Wouldn't speak to him
 Though he wished and thought
 They ought to.
 He didn't bathe
 But once a month,
 His nails
 He didn't trim.
 His hair uncombed
 Oh, what a sight
 Was naughty
 Muddy
 Jim.

—EMILIE BERLINER from *"Health Rhymes."*
 Used by permission of the Author.

A clean person with a clear eye, a clear brain and a pure heart is not such from bathing alone, but bathing plays an important part, and without bathing he could not be so.

—P. P. PHILLIPS.

The Bath Tub's Complaint

After my bath I dreamed last night
Something which gave me such a fright.
I thought that through the bathroom door
I heard the unwashed bathtub *roar*.

"Hi you! Come here! What do you mean?
I helped you wash all nice and clean,
And now you coolly turn your back
And leave me here all streaked and black.

Whoever wants to use me next
Will, I am sure, be sorely vexed
At seeing this dark, dirty rim
That you have left behind for him.
Fair play, my son! Come give a rub
To your old friend, the faithful Tub."
—MARY S. HAVILAND—from "*The Play House*." Used by permission of the J. B. Lippincott Co.

His complexion, naturally muddy, was rendered muddier by too strict an economy of soap and water.

—DICKENS.

Early rising and much bathing are profitable to keep a man in health, and to increase his riches and wisdom.

—PLATO.

Let thy mind's sweetness have its operation upon thy body, clothes and habitation.

—HERBERT.

So great is the effect of cleanliness upon a man that it extends even to his moral character.

—RUMFORD.

Bathe your flesh in running water and be clean.

—MOSES.

Cleanliness renders us agreeable to others, and is an excellent preservative of health.

—ADDISON.

When Egypt wore the crown of civilization, the Egyptians were frequent bathers; when Greece was the glory of the world, her bathing was the glory of

the Greeks; when all roads led to Rome, all feet led to the Roman baths.

—*The Story of the Bath.*

The Bath for Me

You can take a tub, with a rub, and a scrub,

In a one-foot tank of tin,
You can stand and look at the whirling brook

And think about jumping in,
You can chatter and shake in the cold black lake,

But the kind of bath for me,
Is to take a dip from the side of a ship,
In the trough of the rolling sea.

You may lie and dream in the bed of a stream,

When an August day is dawning,
Or believe 'tis nice to break the ice
On your tub of a winter morning;
You may sit and shiver beside the river,
But the kind of bath for me,
Is to take a dip from the side of a ship,
In the trough of the rolling sea.

—JUDGE PARRY.

The different nations of the world are as much distinguished by their cleanliness as by their arts and sciences.

—ADDISON.

Cleanliness of body was ever esteemed to proceed from a due reverence to God.

—BACON.

Swimming is an invigorating way to take a bath. It is also one of the best forms of exercise, because it brings into play the muscles of all parts of the body.

—RITCHIE.

Hands

Dirty hands are such a fright,
See, I washed mine clean and white.
Mother says it is quite right,
To wash both morning, noon and night.

R. W. (aged 10 years).

Little Jack Horner washed his hands
Before he ate his pie.
The little dog laughed to see such sport
Old King Cole winked his eye.
But soon they all will fall in line,
'Good health and joy to win,
And Mother Goose herself will wear
A Health Crusader pin.

—HARRIETTE V. WOODWARD.

To keep your health you must be neat.
Your fate lies in your hands, they say,
So scrub them well before you eat,

To wash the dirt and germs away.

—MARY S. HAVILAND.

See Slovenly Peter; here he stands
With his dirty face and hands.
See his nails are never cut.
They are grimed as black as soot.
Water for many, many weeks
Has not been near his cheeks.
And the sloven, I declare
Not once this year has combed his hair.
Anything to me is sweeter
Than to see shock-headed Peter.
—“Slovenly Peter,” *The John Winston Co., Philadelphia, Pa.*

Face and hands washed clean and white,
Teeth like pearls all shining bright
Tidy looking nails and hair,
Clothing that's arranged with care,
Polished shoes—all these things show
Children who are neat you know.

—HARRIETTE V. WOODWARD.

Clean Hands

How I scrubbed and washed today
I didn't leave a speck,
Not one bit of dirt on
Face or ears or neck.
Then I cleaned my finger nails
So you can plainly see,
That I am a Health Crusader
I am as clean as can be.

—*Course of Study in Hygiene, Indiana.*

Hands are continually touching other hands and things which other hands have touched. If disease germs have been smeared on any of these objects touched during the day, there is a possibility that the germs will be transferred and at once become a danger to the person whose hands have thus been infected. But this infection is of no consequence provided the individual does not put his fingers into his nose or mouth, deposit infectious material on objects which enter his or another's mouth or lips or infect the food and drink which he or others may take.

—WALTER F. COBB.

It is a matter of secondary importance whether the child understands *why* his nails and teeth should be kept clean; the important thing is that he be aided in the formation of the correct habits of keeping them clean.

—L. A. AVERILL.

Disease germs lead a hand to mouth existence.

—*U. S. Public Health Service.*

Fingers rank next to flies as disease carriers. Wash the hands immediately

before eating, before handling, preparing or serving food, after using the toilet, after attending the sick and after handling anything unclean.

—*Ohio Public Health Journal.*

There are two kinds of dirty nails that are dangerous—those in old boards, and those on dirty fingers.

—WALTER F. COBB.

Teeth

Sing a song of toothpaste,
Morning, noon and night,
Twenty healthy little teeth
Strong and shining white.
Every day I brush them
To keep them nice and clean,
Aren't they a set of pearls
Fit for any queen?

—MARY S. HAVILAND.

Little Bo Peep has lost her teeth,
And this is the tale about them,
Had she brushed them each day,
As the Health Chores say,
She needn't have lived without them.

—DR. C.-E. A. WINSLOW.

Sing a song of cleaning house
With many pearly teeth,
Brush above and then below
Our room is most complete.
When the door is opened
The pearls begin to say.
You see, we're brushed both morn and night

And free from all decay.
To take our food and chew it all
Is necessary quite
As learning how to read and spell
Do 'rithmetic and write.
When we chew, let's count to ten
Before the bite goes down.
This happy little school will be
The healthiest in town.

—EDITH S. COUNTRYMAN.

A satisfactory diet is essential for the development of a sound set of teeth.

—DR. E. V. MCCOLLUM.

Scrub! Scrub! Scrub!

(To the tune of "Tramp, Tramp, The Boys are Marching")

Scrub! Scrub! Scrub! are words of warning,

Keep all Grinders shining bright,
Use your powder, brush and paste,
There's no time to lose or waste,
Keep them clean by brushing
Morning, noon and night.

—DR. H. W. FERGUSON.

If I can teach the colored man the gos-

pel of the toothbrush, I feel I can make a man of him.

—BOOKER T. WASHINGTON.

Decayed teeth are very strong predisposing causes to the "catching" of measles, scarlet fever, mumps and other children's diseases. The absorption of pus from rotting teeth weakens the chil-

dren and makes them easy victims to communicable diseases. The cleaning of this mouth condition increases the power to resist disease.

—U. S. Public Health Bulletin.

I would rather put a dirty fork into my mouth three times a day than to have thirty-two dirty teeth in it all the time.

—MARY S. HAVILAND.

Exercise

The rabbits and squirrels leave tracks in the snow
As hippity hop down the street they go,
But the tracks that are straggling down the street
Are made by a sled and two dear little feet.

—MARTHA BURR BANKS.

The Swing

How do you like to go up in a swing
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do.

Up in the air and over the wall
Till I can see so wide,
Rivers and trees and cattle and all
Over the country side.

Till I look down on the gardens green
Down on the roofs so brown,
Up in the air I go flying again
Up in the air and down.
—ROBERT LOUIS STEVENSON—*Copyright and used by permission of Chas. Scribner's Sons.*

See-Saw

See-Saw, up we go
Over the fence and down;
Now the river and now the field,
And now the road to town.

Bubbles

I like to blow the bubbles light,
And watch them floating out of sight;
To see them red, green, gold and blue
And then to see them burst, don't you?

(Blowing soap bubbles is a very fine lung exerciser, especially in the open air.)

All the Year Round

In the spring I fly my purple kite
Upon the gusty breeze;
Away it goes with switching tail

Above the maple trees.
In summer to the sea I go,
With shovel and with pails.
To dig for shells within the sand
And watch the flying sails.
When autumn comes I rake the leaves
To make a bonfire high,
So I can watch the ragged smoke
Go trailing to the sky.
When the winter winds are loud and strong

And fields are white with snow,
I get my dog and sled and play
I am an esquimau.
"*See-Saw*," "*Bubbles*," and "*All the Year Round*" by WILHELMINA SEEGMILLER—
"*Little Rhymes for Little Readers*."
Copyrighted and used by special permission of the Rand McNally Co.

Girls and boys come out to play
The sun shines bright this lovely day,
Finish your breakfast of good things to eat

And join your playmates down the street.
Come with a hoop and come with a ball
Come with a kite and come with a doll.
Come with laughter merry and gay
To play out of doors this livelong day.
—Metropolitan Mother Goose—*Used by permission of the Metropolitan Life Insurance Co.*

Teeter-Totter

Teeter-Totter, bread and water
Oh, but this is high!
I am low, as up you go
Almost to the sky.
Teeter-Totter, bread and water
What a merry ride.
Hold on tight with all your might,
Or off the board you'll slide.
Teeter-Totter, bread and water
How the wind does blow!
Fresh and strong it comes along
As upward swift I go.

—WALTER A. RYAN.

Oh, Merrily ho! run over the snow,
The boys have their sleds bright and gay.

They skip and they slide as down the
hillside
They hurry along in their play.
Yes, here they come, ho! right through the
deep snow
Bright eyes, with cheeks of deep hue;
They're having such fun, you wish you
were one
With nothing but sliding to do.

—KATE L. BROWN.

Swinging in the Orchard

Swinging in the orchard, on the apple
tree
While the sun is shining merry folks are
we.
On the ground the flowers softly kiss our
feet,
And we nearly reach the stars in the
skyland sweet.
Swinging high, swinging low,
Up and down we love to go!
Swinging high, swinging low
Up and down we love to go.
Swinging in the orchard, while the glad
birds sing,
Every one is happy, happy as a king!
When we are sleeping, as the sun is low,
Far away together, in our dreams we go.
Swinging high, swinging low
Into Slumberland we go!
Swinging high, swinging low,
Into Slumberland we go.

—EDWARD TESCHEMACHER.

I saw a ship a-sailing
A-sailing on the sea.
And oh, but it was laden
With Crusaders good to see.
They always kept the health rules,
Just as they were told.
And every Knight upon it
Was oh, so strong and bold.
—Richmond (Va.) Tuberculosis Association.

Sane outdoor exercise gives not merely
hard muscles, long wind, a strong heart
and sound digestion; it gives a cleared
brain and a healthy, happy outlook on
life.

—CHAS. F. POWLISON.

You had better live your best, act your
best and think your best today; for today
is the sure preparation for tomorrow and
all the other tomorrows that follow.

—MARTINEAU.

It is good to live, to be able of limb
and strong of heart; to have great battles
to fight and a chance to win. It is good
to test our strength: To know the things

worth while: To joy in the splendor of
victory.

—ROOSEVELT.

Our lives are songs; God writes the
words,
We set them to music at pleasure;
The song grows glad or sweet or sad
As we choose to fashion the measure.

—Selected.

Nothing is so strong as gentleness
Nothing so gentle as strength.

—FRANCIS DESALES.

You will never live to my age without
you keep yourself in breath with exer-
cise.

—SIR PHILIP SIDNEY.

The wise for cure on exercise depend.

—DRYDEN.

How Strong Are You?

I like a lad of muscles big,
And lungs of shouting size,
Of active feet and figure trim
And brightly beaming eyes;
A lad who well can run a race,
And push a paddle well,
Or breast the waves with fishy grace,
Or raise a schoolboy yell.
But while he's strong for work and fun,
I want him stronger still,—
Yes, strong to help the weaker one,
And strong of righteous will.
Strong to pray, and strong to praise,
And strong to answer "No;"
If he is strong in all these ways,
He'll be a *Man* we know.
—AMOS R. WELLS—from *Collected Poems*.
Copyright by, and used by special per-
mission of *The Christian Endeavor*
World.

One who keeps a high pressure of
steam in his mental border and who fails
to provide a safety-valve in the form
of exercise is in constant danger of be-
coming a victim of nervousness, sleep-
lessness, indigestion and anæmia. He
sees the world through blue glasses, con-
tracts colds more frequently and on ac-
count of faulty elimination of impurities
which accumulate in his system, rheuma-
tism and other ailments become manifest.

—WM. J. CROMIE.

Work

A bit of work, a bit of play,
And lots of quiet sleep.
A cheerful heart and a sunny face,
The health chores done at a merry pace
Ah, that's the way the children grow,

Don't you know?
That's the way little children grow.

—*Selected.*

There's a boy just over the garden fence
Who is whistling all through the live-
long day;

And his work is not a mere pretence
For you see the weeds he has cut away.

Whistle and hoe,

Sing as you go,

Shorten the row,

By the songs you know.

But then, while you whistle, be sure that
you hoe,

For if you are idle the briars will spread;
And whistling alone to the end of the

row

May do for the weeds, but is bad for
the bread.

Whistle and hoe,

Sing as you go,

Shorten the row,

By the songs you know.

—*Words from an old song.*

Give us to wake with smiles, give us
to labor smiling. As the sun lightens the
world, so let our loving kindness make
bright the homes of our habitation.

—GRANT COLFAX TULLAR.

Get your happiness out of your work
or you will never know what happiness
is.

—ELBERT HUBBARD.

I know what pleasure is, for I have
done good work.

—ROBERT LOUIS STEVENSON.

Work is kind to its friends and harsh
to its enemies. It pays the man who dis-
likes it his exact wages, and they're
generally very small; but to the man who
shines up to it, there is money, satis-
faction and fun.

—GEORGE H. LORIMER.

Labor is good for the body and better
for the soul.

—ROBERT HICHENS.

Work

Thank God for the swing of it
For the clamoring, hammering ring of it,
Passion and labor daily hurled
On the mighty anvils of the world.

Oh, what is so fierce as the flame of it?
And what is so huge as the aim of it?

Thundering on through the dearth and
doubt,

Calling the plan of the Maker out.

Work the Titan; Work the friend,

Shaping the earth to a glorious end,

Draining the swamps and blasting the
hills,

Doing whatever the Spirit wills—

Rending a continent apart,
To answer the dream of the Master
heart,

Thank God for a world where none may
shirk

Thank God for the glorious splendor of
work.

—ANGELA MORGAN.

To make some nook of God's creation
a little fruitfuller, better, more worthy
of God; to make some human hearts a
little wiser, stronger, happier, more
blessed, less accursed; it is the work of
a god!

—CARLYLE.

To keep my health;

To do my work!

To live;

To see to it that I grow and gain and
give.

—CHARLOTTE P. GILMAN.

If you want sunlight in your house, see
that you have work in it. Nothing
makes moroseness and heavy-heartedness
in a house as fast as idleness. The very
children gloom and sulk if they have
nothing to do. Sunlight comes with
work.

—STAFFORD A. BROOKE.

Thank God every morning when you
rise that you have something to do which
must be done whether you like it or not.
Being forced to work and forced to do
your best will breed in you a hundred
virtues the idle will never know.

—CHAS. KINGSLEY.

He who scorns work as a pleasure must
take it as a punishment.

—VICTOR HUGO.

The secret of happiness is not in doing
what one likes, but in liking what one
has to do.

—BARRIE.

Walking

As we walked, the wind coming up the
cliffs seemed to bring with it whole arm-
fuls of sunshine and to throw the warmth
of light against us. The atmosphere was
full of brightness and gave a sense of
liveliness.

—RICHARD JEFFERIES.

Take a walk to refresh yourself with the open air, which inspired fresh doth exceedingly recreate the lungs, heart and vital spirits.

—DR. W. HARVEY.

O who will walk a mile with me
Along life's merry way?
A comrade blithe and full of glee,
Who dares to laugh out loud and free,
And let his frolic fancy play,
Like a happy child through flowers gay
That fill the field and fringe the way
Where he walks a mile with me.

—HENRY VAN DYKE.

The best medicine! Two miles of oxygen acquired by walking three times a day. This is not only the best, but cheap and pleasant to take. It suits all ages. It is patented by infinite wisdom, sealed with a signet divine. It cures cold feet, hot heads, pale faces and bad tempers. If two or three take it together it has a still more striking effect. This medicine does not fail. When possible get into the country lanes, among green fields or on the mountain top. You have it then in its perfection as prepared in the great laboratory of nature.

—HINSDALE.

Rules for a Good Sportsman

1. When you play a game always try and wish to win; otherwise your opponent will have no fun,—but never wish to win so much that you cannot be happy without it.

2. Seek to win only by fair and lawful means according to the rules of the game. This will leave you without bitterness toward your opponent, or shame before others.

3. Take pleasure in the game even though you do not obtain the victory; for the purpose of the game is not merely to win, but to find joy and strength in trying.

—HENRY VAN DYKE.

Here's to the fellows who went down with banners flying. To the boys who took defeat bravely after they played hard to win. To the first class sports who made no fuss about not winning. Here's to the Great Unwhimpering.

—ALFONZO STAGG.

"To learn to play by the 'Rules of the Game,' to be a courteous winner, and a good loser, are qualities that are fundamental to good citizenship."

Play hard and fair, be loyal to your

team mates and generous to your opponents.

—DR. THOMAS D. WOOD.

What Are You Doing Now?

It matters not if you lost the fight
And were badly beaten too,
It matters not if you failed outright,
In the things you tried to do.
It matters not if you toppled down
From the azure heights of blue, but
What are you doing now?

—Ohio Educational Monthly.

Prayer of a Sportsman

Dear Lord, in the battle that goes on through life,

I ask but a field that is fair;

A chance that is equal with all in the strife,

A courage to strive and to dare.

If I should win, let it be by the code

With my faith and my honor held high

If I should lose, let me stand by the road

And cheer as the winners go by.

Oh, grant me to conquer, if conquer I can

By proving my worth in the fray.

But teach me to lose like a Regular Man

And not like a craven I pray.

Let me take off my hat to the warriors who strode

To victory splendid and high;

Yea, help me to stand by the side of the road,

And cheer as the winners go by.

—BERTON BRAYLEY.

Teach players to play to win—with all their might, but with this, cultivate a sense of honor.

Have them realize that any victory not earned strictly by their own merits or those of their team is a disgrace rather than a cause for congratulation.

No better opportunity can ever be found for inculcating the knowledge that to be trusted is far greater than to be praised.

A player should scorn rewards not based on merit, and should be led to feel that a defeat resulting from an honest trial of strength is an honorable defeat.

A defeated player should be led to recognize and do honor to the prowess of his adversary, and so to congratulate him honestly.

A sense of superior power should never degenerate into gloating over a defeated adversary or into contempt for his weaker

ability. Many thrilling examples of honest mutual admiration between victor and vanquished may be gleaned from the history of warfare, as when Grant handed back the sword of surrender to Lee.

—*From Physical Training Syllabus—University of the State of N. Y.*

Posture

Children are far more easily led to strive for better posture in sitting or standing through an appeal to rivalry or pride than through a discussion of the anatomy of the vertebra.

—L. A. AVERILL.

Erect posture prevents the transverse crease across the abdomen which seems

to have so much to do with sluggishness of the intestines, liver and other abdominal organs.

When walking or standing, the old military adage of "keep your chin in" should not be forgotten. When the individual pulls his chin back or in, towards his neck, he involuntarily raises his chest and with the same movement straightens his shoulders.

—*Physical Culture Magazine.*

Exercises for stretching and position of postural muscles are helpful but vigorous play and exercise in pure air builds power which helps one to maintain an erect carriage of the body.

—DR. E. GEORGE PAYNE.

General

If I were to offer a prayer, it would be first for the spiritual excellence of our nation and next for its well-being in health. In order to effect the physically perfect nation, I would expect to begin with the children.

—PRESIDENT HARDING.

My mind to me an empire is while grace affordeth health.

—SOUTHWELL.

Blessed is the healthy nature; it is coherent and sweetly coöperative.

—RUSKIN.

Good health and good sense are two of life's greatest blessings.

—PUBLICUS.

Let health my nerves and finer fibers brave.

—THOMPSON.

From toil he wins his spirits light
From busy day, the peaceful night.
Rich, from the very want of wealth
In heaven's best treasures, peace and health.

—GRAY.

Reason's whole pleasure, all joys of sense,

Lie in these words, health, peace, competence.

—POPE.

If you have health, you probably will be happy, and if you have health and

happiness, you have all the wealth you need, even if it is not all you want.

—ELBERT HUBBARD.

Bodily health is necessary to continued and effective work. We grow like what we think of; so let us think of the good, the true, the strong and the beautiful.

—PHILLIPS BROOKS.

Talk Health! The dreary never ending tale

Of mortal maladies is worn and stale.
You cannot charm or interest or please,
By harping on that minor chord—dis-ease.

—ELLA WHEELER WILCOX.

He whose blood is red, whose muscles are hard, whose sleep is sound, whose digestion is good, whose posture is erect, whose nerves are steady has a good bank account in life. He possesses that which contributes to happiness, to accomplishment, to service to society, to state and to country.

—CALVIN P. KENDALL.

Why shouldst thou die before thy time?

—*Eccl. 7:17.*

There is such a thing as physical morality and the preservation of health should be considered a sacred duty. Persons who treat their bodies as they please and transgress rules of personal hygiene, of which they should have a

definite understanding, are physical sinners. They are not only committing a crime against themselves, but often against their dependents and future generations.

—W. L. PYLE.

The greatest asset of an individual, as well as of the state, is trained intelligence, controlled by high moral ideals, and made effective and sane through vigorous physical powers.

—DRESSLAR.

Health is like munny, we never have a true idea of its value until we lose it.

—JOSH BILLINGS.

The health of a community is an almost unfailing index to its morals.

—MARTINEAU.

"May you wear it with health," is an old Macedonian saying offered with anything new, and wishing the receiver joy of it.

—*Macedonian Folklore.*

Better than grandeur, better than gold
Than rank and title a thousand fold
Is a healthy body, mind at ease,
And simple pleasures that always please.

—FATHER RYAN.

Health is perpetual youth—that is, a state of positive health. Merely negative health, the mere keeping out of the hospital for a number of years is not health.

—E. L. WARD.

Some seek for wealth, I seek for health,
For that is wealth for me.

TUSSER.

A Wish

Health to enjoy the blessings sent
From Heaven; a mind unclouded, strong;
A cheerful heart, a wise content
An honored age and song.

—HORACE.

The greatest wealth is health.

—VIRGIL.

Hail! Auspicious Health; Thou propitious power
Whose blessings mortals next to life implore;
With so much luster your bright looks endear
That cottages are palaces when you appear.
Mankind, as you vouchsafe to smile or frown,
Finds ease in chains or anguish in a crown.

—ESARTH.

It is pleasant to grow old with health and a good friend.

—SOCRATES.

I think you might dispense with half your doctors if you would only consult Dr. Sun more.

—HENRY WARD BEECHER.

Oh to be strong! Each morn to feel
A fresh delight to wake to life.
To spring with bounding pulse to meet
Whate'er of work, or joy or strife
Day brings to me. Each night to sleep
The dreamless sleep that health can give.

—DRYDEN.

He spent his health, to get him wealth
And then with might and main
He had to turn around to spend his wealth

To get his health again.

—*Buffalo Sanitary Bulletin.*

Disordered health may sometimes be the penalty of vice but it is often the cause.

—BELLINGBROKE.

Health

Clear eyes that dance with inward light;
Clean shining skin, so firmly white.
Muscles that tingle for the road
Or lightly lift a gallant load.
Serenity of steady nerves,
Bright beauty's soft alluring curves.
Alert response to sight and sound
And fragrance of the year's glad round.
Ah, what is fame and what is wealth,
Matched with the rich renown of health?

—AMOS R. WELLS.

As long as the Romans were the most athletic nation of Europe, they were also the most virtuous. Immoralities began when Rome had become wealthy enough to maintain a large number of its citizens in idleness.

—DR. T. L. OSWALD.

Oh, Health! Health! The blessing of the rich! The riches of the poor! Who can buy thee at too dear a rate since there is no enjoying the world without thee?

—BEN JONSON.

Public Health is the foundation upon which rests the happiness of the people and the welfare of the state.

—DISRAELI.

Get health. No labor, effort nor exer-

cise that can gain it must be grudged.

—R. W. EMERSON.

There is one point in which all men might be born free and equal. That is in regard to health. If a child has clean blood, a good brain, and a mother who knows how to care for herself and for him, he is equal to any other child on the face of the earth.

—ROOSEVELT.

Health is a gift of God or a product of common sense.

—*Saturday Evening Post.*

In nothing do men more nearly approach the gods than in giving health to men.

—CICERO.

Gold that buys health can never be ill spent.

—WEBSTER.

Prevention

Happiness, usefulness and even success in life are by no means conditioned upon the height and weight of the individual. Still, a fine physical development is everywhere regarded as an asset of no mean value. The handicap in life of a frail body and habitually poor health is a serious one. We certainly owe it to every boy and girl to give them the opportunity to reach the best physical development of which they, as individuals, are capable.

—DR. L. EMMETT HOLT.

The noblest motive is the public good.

—VIRGIL.

We have not to build up a body nor a soul, but a human being, and we cannot divide him.

—MONTAIGNE.

He who helps a child helps humanity with a distinctness, with an immediateness which no other help given to human creatures in any stage of their human life can give.

—PHILLIPS BROOKS.

Health is fashionable now; it will soon be contagious. Thinking citizens are becoming interested in biological, physiological and sanitary sciences, not as

such, but in their practical application as prevention against disease.

—KATHERINE PRITCHETT.

The building of a perfect body crowned by a perfect brain is at once the greatest earthly problem and the grandest hope of the race.

—DIE LEWIS.

Nor love, nor honor, nor wealth nor power,

Can give the heart its supremest hour
When health is lost. Be timely wise
With health the taste of pleasure flies.

—KING.

Motors

You know the Model of your Car,
You know just what its powers are.
You treat it with a deal of care
Nor tax it more than it will bear.
But as to Self—that's different,
Your mechanism may be bent,
Your carburetor gone to grass,
Your engine just a rusty mass.

Your wheels may wobble and your cogs
Be handed over to the dogs.
And you skip and skid and slide
Without a thought of things inside.
What fools indeed we mortals are
To lavish care upon a Car,
With ne'er a bit of time to see
About our own machinery!

—*From "The Cheery Way,"* JOHN KENDRICK BANGS, copyright 1920 by Harper Brothers.

A man too busy to take care of his health is like a mechanic too busy to take care of his tools.

—CICERO.

To cure is the voice of the past, to prevent the divine whisper of today.

—KATE DOUGLAS WIGGIN.

He keeps watch over a good castle who guards well his constitution.

—*Latin Proverb.*

Teach the children health in terms of strength, beauty and joy. Tell a boy if he keeps clean, sleeps long hours, and takes plenty of exercise he will feel well and grow to be a strong man. Teach the girls that good health habits will give bodily comfort and help them to grow to be pretty and attractive.

—M. GRACE OSBORNE.

Tuberculosis

It is our business to get tuberculosis out of the lungs and prevention into the head and heart.

—*Open Air Messenger, New Hampshire.*

It is sometimes as dangerous to be run into by a microbe as by a trolley car.

—DR. J. J. WALSH.

A generation has changed completely our outlook on one of the most terrible scourges of the race. It is simply appalling to think of the ravages of this disease in civilized communities. Before the discovery by Robert Koch of the bacillus, we were helpless and hopeless; in an Oriental fatalism we accepted with folded hands a state of affairs which we and want had made bearable. Today, look at the contrast! We are both helpful and hopeful. Knowing the causes of the disease, knowing how it is distributed, better able to recognize the early symptoms, we have gradually organized an enthusiastic campaign which is certain to lead to victory.

Only do not let us be disappointed if the comparatively rapid fall of the death rate from tuberculosis is not maintained in the country at large. It is a long fight against a strong enemy and at the lowest estimate, it will take several generations before tuberculosis is placed at last among the vanquished diseases. Education, organization, coöperation—these are the weapons of our warfare.

—DR. WILLIAM OSLER.

Rest of body and mind, education in regard to what is safe and what is dangerous, good food and fresh air are the medicines that restore health. Intelligent medical supervision, freedom from care and worry, confidence in recovery, conscientiousness in carrying out every detail given by the physician, work miracles, as thousands can testify who have fallen ill of tuberculosis, but who have fought the good fight and won out.

—DR. LAWRASON BROWN.

Crusade

The Crusader's Creed.

I believe in my country, and in the good citizenship of its people.

I believe that to support my country I must have Health, Strength and Honor.

I love my country's flag. To me its bright red stands for bright red blood, which means energy and

power, cheerfulness and hope, human kindness and the joy of living. Its pure white stands for clean bodies which house clean minds. Its blue stands for the clear sky, the sunshine, fresh air, play and exercise.

The Spirit of the Crusade.

I am the Spirit of the Modern Health Crusade.

I move at the head of a great army; an army more impressive and of greater significance than any the world has seen. Not an army of grim-visaged destroyers, but of laughing, happy children and builders of the Future; an army of six million children,—each carrying my Banner!

I am the Pied Piper of Glorious Health. I play on my pipes—and the children listen, are fascinated, and follow me. I scold not, neither do I preach. I only sing of brave deeds, of Knights, of jousting, of tourneys, of honors justly won. I pipe, and the children follow.

I am Chivalry. My young followers know that perfect Health is a chivalrous thing. One cries, "To protect my brother who is weak, I must be clean and strong. For his sake as much as my own, I must fight the Good Fight."

I am Love. Perfect Love is service, therefore I go into the Highways and Byways, seeking always the children,—leading them gently to greater self-knowledge, that they may become true Crusaders, Missionaries of Health, spreading that, the New Gospel, far and wide.

I am Joy. I am little birds singing in the morning; I am the first faint glow of the Sunrise over the mountain; I am the Lark rising swiftly to the Heavens; I am the ecstatic high note of the sweet singer's climax; I am the child's first glimpse of the Rainbow; I am the Cup filled and running over; Joy! Joy! Joy!

I am the Spirit of the Modern Health Crusade.

—BLANCHE S. BARTLETT.

The Crusade Creed.

I will keep the Health Rules and try to do right.

I will brush my teeth well both morning and night,

I will drink lots of water, healthy to be,
I will drink sweet milk, never coffee nor tea,

I will eat wholesome food to keep well and strong,

I will go to bed early to make my nights long,

I will sleep with my windows wide open too,

I will get fresh air at night, good for me
and for you,
I will keep face and hands clean this
good health to seek.
I will take a full bath at least twice a
week.
I will breathe deep and play out of doors
every day,
I will try to be helpful and happy and
gay.
I will be well and strong and never
afraid

Because I belong to the Health Crusade.
—MARIA HALSEY STRYKER—*Used by per-
mission of the Philadelphia Health Coun-
cil and Tuberculosis Committee.*

Health Creed.

"My body is the temple of my soul."
Therefore:

I will keep my body clean within and
without.

I will breathe pure air and I will live
in the sunlight.

I will do no act that might endanger
the health of others.

I will try to learn and to practice the
rules of healthy living.

I will work, rest and play at the right
time and in the right way, that my
mind may be strong, my body
healthy and that I will lead a use-
ful life and be an honor to my par-
ents, to my friends and to my coun-
try.

—*The Massachusetts State Board of
Health.*

Modern Health Crusade.

System that trains for health
While the trained are young enough
To be trained.

System that forms health habits
Ineradicably,
And in making health a habit
Frees the mind's attention
For Life's other demands—
Labor and Love,
Appreciation and Inspiration.

System that transforms drudgery
Into play,
Duty into delight.

System that stirs sluggish souls
To effort through wholesome competition.
That while creating ranks and honors
Yet teaches the democracy
Of equal opportunity
And withal the distinction
Earned alone by effort.

System that culls the glamour
And romance of chivalry,
The team-work and devotion
Required in war,

The fervor of the fight,
And applies them
To construction rather than destruction.

Modern Health Crusade!
Creator of healthy habitations
For healthy minds,
Builder of clean bodies
Fit dwelling place
For clean souls.

—T. J. EDMONDS.

Good Looks

Beauty without is born of health within.

—M. V. O'SHEA.

The first requisite of beauty is health.

—*Des Moines Register.*

A good complexion is a social obliga-
tion. It is a joy to look upon, though the
face be plain. It suggests health, sweet-
ness, soundness and is an asset in the
struggle for existence.

—*Keep Well Leaflets, Life Extension In-
stitute.*

Father Time is not always a hard
parent. Though he tarries for none of
his children, he lays his hand lightly upon
those who have used him well.

—DICKENS.

There is no preservative, no antiseptic,
nothing that keeps one young like cheer-
fulness, like sympathy, like giving one's
self with enthusiasm to some worthy
thing or cause.

—JOHN BURROUGHS.

Cheerfulness and content are great
beautifiers and are famous preservers of
youthful looks.

—DICKENS.

A cheerful temper, joined with inno-
cence will make beauty attractive, knowl-
edge delightful, and wit good natured.
It will lighten sickness, poverty, afflic-
tion and convert ignorance into an am-
iable simplicity.

—ADDISON.

There is nothing more beautiful than
a smiling face when you know it is the
true index of the soul within.

—*New Orleans Picayune.*

Every right action, every true thought
sets the seal of its beauty on person and
face.

—RUSKIN.

Joyfulness keeps the heart and face
young, a good laugh makes us better

friends with ourselves and everybody around us. It puts us into closer touch

with what is best and brightest in our lot in life.

—ORRISON SWETT MARDEN.

Habit

We must utilize the law of habit formation. The essence of this law is repetition. The child must keep on doing long after the impulse given by illustration or story has passed if he is to have a life-deep habit groove in his brain.

—CHARLES M. DEFOREST.

It is not mere knowledge we need but better habits.

—DR. VICTOR ROBINSON.

While it may be "never too late to mend" bad health habits, it is never too early to form good ones.

—MARY S. HAVILAND.

The mere repetition of an act through compulsion does not fix a habit unless the act is interesting.

—DR. HARRISON W. FERGUSON.

The development of good habits is one of the basic functions of education. When a child is acquiring habits he is being educated.

—DR. E. GEORGE PAYNE.

The completely healthy individual is the one who makes the activities of his daily life contribute to the building of sound health habits, ideals and attitudes.

—DR. MARGARET E. NOONAN.

If good health habits are established in childhood we may be confident that good health will result.

—DR. WILLIAM R. P. EMERSON.

The time to make a good citizen is to begin before he is a man. Teach him good habits when he is a boy.

—THEODORE ROOSEVELT.

If you are not naturally strong remember that you can become healthier and stronger by forming good habits.

—DR. C.-E. A. WINSLOW.

The practice of health habits can best be secured with children of kindergarten age, through the medium of short informal discussions of incidents, pictures and stories having an intimate relation

to the child's interests and containing a lesson in hygiene. The primary purpose in the lower grades is to secure the formation of good health habits.

—WALTER F. COBB.

In the conduct of life, habits count far more than maxims because habit is a living maxim become an instinct. Life is but a tissue of habits.

—HENRI AMIEL.

It is just as easy to form a good habit as a bad one. It is just as hard to break a good habit as a bad one. Therefore get the good ones and keep them.

—WILLIAM MCKINLEY.

That which has been done once is easier done the second time. Repetition is the only basis of perfection.

—FRANCES E. WILLARD.

Nothing so needs reforming as other people's habits.

—MARK TWAIN.

Life never grows monotonous to those who plant gardens nor to those who plant good health habits where otherwise they would not grow.

—*Epworth Herald*.

No higher responsibility and privilege ever come to parents and teachers than to lead children to form their habits right.

—*Health and the School*.

Health for an entire life-time may be early established by setting up correct habits during a child's growing years. Build the habit of health into your child's regular daily routine and you can procure results that will last his entire life.

—DR. WILLIAM R. P. EMERSON.

The best that can be said of any good habit is that it leads to other habits. The habit of a bath a day leads to the habit of clean clothes, and clean homes.

—*The Story of the Bath*.

The function of the will in health is

mainly to prevent the formation of bad habits or break those that have been formed, but above all, to bring about the

formation of habits that will prevent as far as possible the development of tendencies to disease in the body.

—DR. J. J. WALSH.

Helpfulness

"I'll help you and you'll help me
Then what a happy world 'twill be."

—*Selected.*

She doeth little kindnesses
Which most leave undone, or despise;
For naught that sets one's heart at ease,
And giveth happiness or peace,
Is low-esteemed in her eyes—

—JAMES RUSSELL LOWELL.

Ah, thank Heaven, travelers find
Samaritans as well as Levites on life's
hard way.

—THACKERAY.

Make a rule and pray God to help
you keep it, never, if possible to lie down
at night without being able to say, I
have made one human being a little
wiser, a little happier or a little better
this day.

—CHARLES KINGSLEY.

Before God's footstool to confess
A poor soul knelt and bowed his head.
"I failed!" he wailed. The Master said:
"Thou didst thy best—that is success."
—*From an old Legend.*

How easy it is to do kindly things if
we only want to.

—JULIA C. DORR.

What do we live for if it is not to
make life less difficult to each other?

—GEORGE ELIOT.

The best portions of a good man's life
are his little nameless, unremembered
acts of kindness and of love.

—WORDSWORTH.

Who blesses others in his daily deeds
Will find the healing that his spirit needs
For every flower in others' pathway
thrown,
Confers its fragrant beauty on our own.

—WORDSWORTH.

Blessing she is; God made her so,
And deeds of weekday holiness
Fall from her noiseless as the snow.

—JAMES RUSSELL LOWELL.

The heart grows rich in giving
All its wealth is living grain!
Seeds which mildew in the garner
Scattered, fill with gold the plain.

—ELIZABETH CHARLES.

Do all the good you can; by all the
means you can; in all the ways you
can; in all the places you can; at all
the times you can; to all the people you
can; as long as ever you can.

—JOHN WESLEY.

Do all the good you can and make
as little fuss about it as possible.

—CHARLES DICKENS.

The Trustee

So full of sunshine were his days,
So golden and so rare the ways
On which he trod, so sweetly fair
He feared he'd more than his full share
Hence his resolve to be
In hope his fellow man's Trustee.
To have and to hold these gifts of Life
Not for himself but those in strife
Relieving care with acts of grace
And helping others in the race
So grim, so stern, so void of chance
For them chained down by circumstance—
And as he spreads his gifts of peace
The more his surplus joys increase.

—JOHN KENDRICK BANGS.

Bright was her face with smiles;
words of welcome and gladness fell
from her beautiful lips and blessed the
cup as she gave it.

—LONGFELLOW.

It is a good and safe rule to sojourn
in every place as if you meant to spend
your life there, never missing an oppor-
tunity of doing a kindness, speaking a
good word or making a friend.

—RUSKIN.

Look on other lives besides your own.
See what their troubles are and how
they are borne. Try to care for what is
best in thought and action—something
that is apart from the accidents of your
own lot.

—GEORGE ELIOT.

His was not a lazy trustfulness that
hoped and did no more. He knew that
in all things wherein he wanted help

he must do his own part faithfully and help himself.

—DICKENS.

A fairy land the whole world needs—the sympathy of sweet endeavor, love, gentleness and service for others.

—BLACKWOOD.

I could never be an artist no matter how furiously I painted, but I can paint smiles upon the faces of those sad children down yonder. I can bring happiness into their lives and that will be a picture to look back upon.

—REX BEACH.

Blessed are they, whose thoughts in deeds find wing,

Whose hands the gifts of love and mercy bring.

—BLIND BARTIMAEUS.

No one is useless in the world who lightens the burden for any one else.

—DICKENS.

Safety

When a child learns to place a board containing a rusty nail where it will do no harm, to slide a banana peel from the sidewalk or to do other things which will save not only himself but others from suffering, he renders a real service to the community.

—*Safety Education in Oregon Schools.*

Nutrition

To expect an underfed, malnourished child to profit by educational advantages, no matter how superior these may be, is a grievous error. The old saying "it is hard for an empty bag to stand upright" is nowhere more true than here. You cannot fill the head when the stomach is empty; nor can you expect application or concentration of mind from an anæmic child who is fifteen or twenty pounds underweight.

—DR. L. EMMETT HOLT.

It is not sufficient to bring a child up to normal weight and leave him without habits which would continue to keep him in that condition. He must be educated in the matters of personal health and hygiene, in the reasons for eliminating certain things such as the use of coffee, and in the reasons for the observation of certain other things such as amount of food, periods of sleep and rest, slow eating, cleanliness, proper exercise and fresh air.

—DR. DAVID MITCHELL.

When underweight children have had their physical defects corrected and are brought to normal weight for height, they are in much better physical condition, more alert mentally and make a much better progress in school work.

—MRS. E. R. GRANT.

No child nutrition worker can hope to get satisfactory results without insisting on enough sleep for her charges. Besides

damaging the nervous system, late hours cause "sleep hunger" and make children fidgety.

—*California State Journal of Medicine.*

Nutrition is a form of preventive medicine, all branches of which have thus far attracted too little attention.

—DR. WILLIAM R. P. EMERSON.

The solution of the malnutrition problem in the individual child must consist in seeking the causes of ill health and, so far as possible, in removing them or counteracting them when they cannot be removed.

—DR. CHARLES HENDEE SMITH.

Children suffering from malnutrition are not only much below normal weight for height, but they gain much more slowly than they should. At the ages of 6 to 10 years when a healthy child gains 4 or 5 pounds a year, he may gain only 1 or 2 pounds or even none at all; from 12 to 16 years when a healthy child should gain from 6 to 10 pounds a year, he may gain only 2 or 3 pounds.

Children with malnutrition do not all behave in the same way. Some are pale, dull and listless, with dark rings under the eyes, tire easily, have no ambition for work or play; their work in school is often so poor that they must frequently repeat their grades. Others are nervous, fretful, hard to please and hard to manage; they eat and sleep badly. Still oth-

ers are over-ambitious, constantly active, restless and find it difficult to concentrate.

When children do not grow or gain regularly in weight, something is wrong. If these boys and girls are weighed regularly every month, this condition of malnutrition would be discovered early and not allowed to go on to serious consequence.

—*Malnutrition, Helpful Advice to Mothers*—U. S. Public Health Service.

Milk

Jack Spratt was strong and fat,
For he drank milk and cream.
Ate vegetables and lots of bread,
And left his plate quite clean.

—*Metropolitan Mother Goose.*

This little pig said—I want some milk.

This little pig said—Where shall you get it?

This little pig said—From Jersey Cow.

This little pig said—Will you get it right now?

This little pig said—Yes, we like to drink it.

(Touch fingers as—This little pig—beginning with thumb—Make believe drinking the milk.)

—*Adaptation of "This Little Pig Went to Market."*

Come Bossy! Come Bossy! Here I am with my cup,

Come give me some milk, rich and sweet,
I will pay you well with red clover hay,
The nicest you ever did eat.

—*Selected.*

What do we like at meal time?

A mug both wide and tall

Of fresh sweet milk—

Of clean pure milk,

The nicest thing of all.

The very best of all.

—*Selected.*

Milk Song

Father, it is thy kindness
Gives us milk to drink,
Milk, how pleasant tastes it,
Very good we think.
In the cup or basin,
It is white as snow;
Sweet as the flowers
In the fields grow.
Milk the red cheek freshens,
Makes the mind serene,
Beautifies the sunshine
Brightens all the green.
Yes, it is thy kindness

Ever great and good,
Gives the milky treasure,
Children's sweetest food.
Father, may we never
Be denied this food;
Nor seek after other,
While this is so good.

This poem was found in a quaint little old fashioned book published in 1840—*Little Songs for Little Singers*—LOWELL MASON.

Milk and the leaves of plants are to be regarded as protective foods and should never be omitted from the diet.

—DR. E. V. McCOLLUM.

"The people who have achieved, who have become large, strong, vigorous people, who have reduced their infant mortality, who have the best trades in the world, who have an appreciation for art, literature and music, who are progressive in science and every activity of the human intellect are the people who have used liberal amounts of milk and its products."

—DR. E. V. McCOLLUM.

Coffee

Mothers do not realize that a large group of "no appetite" cases are caused by the effects of drugs. The most serious of these are caffeine and thein, found in tea and coffee.

—DR. WILLIAM R. P. EMERSON.

Without the seeds of the disease there would be no tuberculosis. But like thistles and other noxious weeds which grow most readily on worn out and badly cultivated fields, the seeds of tuberculosis catch a foothold most easily and thrive best in wornout and improperly nourished bodies. It is for this reason the Anti-Tuberculosis Association takes a firm stand against tea and coffee drinking during the growing period of youth.

—DR. HOYT DEARHOLT.

Fruit

The apple tree put forth a bud,
The sunshine and rain did their part,
To ripen the tiny green apple that came
From the bud with a rose in its heart.

The apple bloom scattered its petals,
The sunshine and rain did their part,
To ripen the tiny green apple that came
From the bud with the rose in its heart.

The apple tree grew through the summer,
The sunshine and rain did their part.
The apple grew red and exclaimed "Do
you see?"

I'm the fruit with a rose in its heart."

—JUANITA STAFFORD.

The peaches are ripe in the orchard,
The apricots ready to fall,
The grapes reach up to the sunshine
Over the garden wall.

—THOMAS BAILEY ALDRICH.

Secular history goes not back to the
time of the first planting of the peach
and idle fancy cannot advance to the
time when men shall neglect its cultivation.

—Selected.

The apple, according to scientists contains a larger percentage of phosphorous than does any other fruit or vegetable. It is fine for renewing the essential nervous matter of the brain and spinal cord.

—MRS. IRA COUCH WOOD.

Fruit sugar is the main source of animal heat and energy. It lessens or delays fatigue. Water in the fruit is in an absolutely pure state distilled in Nature's laboratory and is of great value in dissolving and removing the impurities of the body.

—LUTHER H. GULICK.

Grains

For the fruit and the corn and the wheat
that is reaped,
For the labor well done, and the barns
that are heaped,
For the sun, the dew and the sweet
honeycomb,
For health and strength, and the harvest
brought home,
We thank Thee! We thank Thee!

—Selected.

A haze on the far horizon
The infinite tender sky,
The ripe, rich tints of the corn fields,
And the wild geese sailing high.
All over upland and lowland
The charm of the golden rod—
Some of us call it Autumn,
And others call it God.

—WILLIAM H. CARRUTH.

Our stately maize—the golden corn, is wholly American. It grows from the lakes to the gulf and from ocean to ocean. It was the grain of the prim-

itive people here—the Aboriginal Americans. With religious ceremonies, prayer, dance and song they invoked the blessings of their gods upon its planting and its harvest.

—School News.

The rose may bloom for England,
The lily for France unfold,
Ireland may honor the shamrock,
Scotland, her thistle bold.
But the shield of the great Republic
The glory of the West,
Shall bear a stock of tasseled corn
The sun's supreme bequest.

—EDNA DEAN PROCTOR.

A Song for the plant of my own Middle West

Where nature and freedom reside.
By plenty still crowned and by peace ever
blessed.

To the corn! the green corn of her pride!
In the climes of the East has the olive
been sung,
And the Grape been the theme of their
lays,

But for thee shall a harp of the prairies
be strung

Thou bright, ever beautiful Maize.

—WILLIAM FOSDICK.

Praise God for wheat, so white and
sweet

Of which we make our bread.

Praise Him for yellow corn with which
His waiting world is fed.

—WHITTIER.

Then lift up the head with a song,
Then lift up the hand with a gift,
To the ancient Giver of old
The spirit in gratitude lift.
For the joy and promise of spring,
For the hay and the clover sweet,
The barley, the rye and the oats,
The rice and the corn and the wheat,
The cotton and sugar and fruit,
The flower and fine honey comb
The country, so fine and so free,
The blessing and glory of home.

—Selected.

We thank Thee, then, O Father,
For all things bright and good,
The seed time and the harvest,
Our life, our health, our food.

—Selected.

Ho! for the bending sheaves,
Ho! for the crimson leaves,
Flaming in splendor!
Season of ripened gold.
Plenty in crib and fold,
Skies with a depth untold
Liquid and tender.

—JAMES RUSSELL LOWELL.

It is the law of the harvest that we
reap more than we sow.

—Selected.

Bread

Back of the bread is the snowy flour
 Back of the flour is the mill.
 Back of the mill the growing wheat
 Nods on the breezy hill.
 Over the wheat the glowing sun
 Ripening the heart of the grain,
 Above the sun is the gracious God
 Sending the sunlight and rain.

—Selected.

God made man.
 Woman makes bread.
 It takes the bread
 That woman makes
 To sustain the man
 That God made.
 But the bread
 That some women make
 Would not sustain any man
 That God ever made.

—*The Country Life Reader for Moonlight Schools.*

Bread is one of the earliest, the most generally used and the most important forms of food adopted by mankind. Nothing in the whole range of domestic life more affects the health, happiness and the family than the quality of its daily bread.

—MARY J. LIVISEN

General

Eating Between Meals

Between breakfast and dinner,
 And dinner and tea,
 A boy may be hungry
 As hungry can be.
 But if he's impatient
 And eats right away
 His appetite's gone
 For the rest of the day.
 Whereas by just waiting
 This fact I'll assert,
 His bread and potatoes
 Will taste like dessert.

—Selected.

The Rainbow Colors

See what I have found,
 Like a ball so round.
 Oranges are such a treat,
 Very good they are to eat.
 See what I have found,
 Like a ball so round;
 Something as red as red can be—
 It is an apple from the tree.

See what I have found,
 Like a ball so round;
 A peach with tint of yellow,
 It is ripe and rich and mellow.

See what I have found,
 Little balls so round;
 All these grapes are deeply blue
 And this plum of violet hue.

See what I have found,
 Like a ball so round;
 From a green and sunny slope
 I have brought a canteloupe.

Now a glance will make it clear,
 All the colors we have here.
 We can see them way up high,
 When a rainbow spans the sky.

See what I have found,
 Like a ball so round;
 From a soft garden bed
 I have brought a lettuce head.

MARY ELIZABETH STONE—Copyright:
 Used by courtesy of St. Nicholas and the
 University Society, publishers of the Boys'
 and Girls' Bookshelf.

Waiting for Dinner

When one is very hungry,
 It's hard to wait I know,
 For minutes seem like hours,
 The clock goes so very slow.

There isn't time to play a game
 You just sit down and wait.
 While Mother says, "Be patient,
 Our cook is never late."

It's best when one is hungry,
 To think of other things,
 Then before you know it,
 The bell for dinner rings.

—W. S. REED.

A Query

You've sat your lunch and breakfast
 through,
 Perhaps you've had your dinner, too.
 Regaling self on bread and meat
 Until your stomach is replete.
 But as you've run along your way
 What have you fed your soul today?

What thing of beauty and of cheer
 Of all life's lovely menu here?
 What food for Selflessness and Love
 Have you perchance partaken of?
 I'm asking you about your food
 With no intention to be rude.
 But just to put a simple question
 To save you mental indigestion.
 —JOHN KENDRICK BANGS, from "*The Cheery Way*"—Copyright 1920 and used
 by special permission of Harper Bros.

"Bean porridge" may not be a delightful contemplation to an æsthetic appetite, but it made the sturdy sinews of the pioneers of Revolutionary times, and no doubt appeased the hunger of many of our less remote ancestors. Plain fare is the secret of good health, as occupation is of a contented mind.

—HERBERT SPENCER.

I am convinced that digestion is the great secret of life and that character, talents and qualities are powerfully affected by beef, mutton, pie crust and rich soup.

—SIDNEY SMITH.

There are two important factors in sustaining health and vigor of the body; first, adequate nutrition, second the conservation of vital force.

—ALTO CARQUE.

The influence of diet upon the human mind and body can hardly be too strongly emphasized. Your blood, every minute cell of which the body is composed, is made from the food you eat.

Even the human brain, that Marvelous Mystery, is composed entirely of the food we eat.

—CHARLES H. WESTFIELD.

We thank Thee for these gifts,
Help us in our search for Health and Happiness.

(Grace said at the beginning of each meal at the St. Louis Night and Day Camp.)

To be free minded and cheerfully disposed at hours of meat and of sleep and of exercise is one of the best precepts of long lasting.

—BACON.

(Some people, and there are physicians in the group, object to cocoa for children. There seems to be insufficient data on the subject at the present time to determine whether or not it is injurious. The difference between it and coffee and tea seems to be that there is no desire to increase its strength and the children do not form the cocoa habit as they do the tea and coffee habit.)

Sleep and Rest

A Sleepy Song

The butterfly swings on the flower asleep,
The little bird sleeps in the tree,
Down where the burrow is quiet and deep,

The little gray rabbits all cuddle a heap,
So my little one will nestle to me,
Nestle so closely to me.

The butterfly danced in the fields all day
The birdie sang blithe on the bough;
The little gray rabbits, they scampered in play—

But now they're in slumberland all tucked away,

For this is the sleepy time now—
Sleepy time, sleepy time now!—

—CHAS. BUXTON GOING. *Copyright by Harper Bros.*

Bedtime

The dainty garments laid aside,
The snowy nightgown donned
The frolic, watched by mother-eyes,
Half merry and half fond.

The story, told by mother-lips.
And heard with eager glee,
The childish prayer, with folded hands,

Breathed low on bended knee.

The little bed all smooth and fair,
White pillow for the head
Last kisses falling warm and soft,
Good nights are softly said.

The candle taken from the room,
A silence dim and deep
And then one little happy child
Has gone at last to sleep.

—MARGARET JOHNSON.

So good night! Slumber on till morning light,

Slumber till another day,
Brings its store of work and play,
Safely in the Father's sight
Slumber on, good night, good night.

—Selected.

Go to bed early—waken with joy;
Go to bed late—cross girl or boy,
Go to bed early—ready for play,
Go to bed late—moping all day.
Go to bed early—no pains or ills;
Go to bed late—doctors and pills.
Go to bed early—grow strong and tall
Go to bed late—stay very small.

—W. S. REED.

The Sandman

The rosy clouds float overhead.
The sun is going down,
And now the sandman's gentle tread,
Comes stealing through the town.
"White sand, white sand," he softly cries,
And as he shakes his hand,
Straight way there lies in dear one's eyes,
His gift of shining sand.
Blue eyes, gray eyes, black eyes, brown
As shuts the rose, they softly close
When he goes through the town.

—MARGARET T. VANDERGRIFF.

Sleeping Time

Curly-head and frowsy pate
Don't you know it's very late?
Sleepy eyes that wink and blink
Little brains that scarce can think.
Hear the hall clock sweetly chime,
The hour that brings your sleeping time.

Frowsy pate and curly head,
Your childish lips so rosy red,
Are ripe with good-night kisses sweet,
So rest your tiny, weary feet.

Frowsy pate and curly head,
Now you're snugly tucked in bed.
Heavy eyes close soft and tight.
Angels guard thee through the night!
Drinks of rest and health sublime,
Precious gifts from sleeping time.

—WALTER A. RYAN.

Listen, Dearie-O-My-Dear
To the tuneful voices calling.
The breezes sigh, the night winds cry
The misty dew is falling.
So brush your teeth, wash sweet and
clean,

To slumberland go winging.
Sleep peacefully in fresh pure air
To keep your heart a-singing.

—THERESA DANSDILL.

"To bed! To bed!" said Sleepy Head,
"Tarry awhile," said Slow.
"No, no indeed!" said Starry Eyes
"To bed I'll straightway go."

—National Committee for the Prevention
of Blindness.

Bed-Time

The evening is coming,
The sun sinks to rest,
The crows are all flying home to the
nest.

"Caw," says the crow as he flies over-
head,
"It is time little people were going to
bed."

The flowers are closing,
The daisy's asleep,

The primrose is buried in slumber so
deep,
Closed for the night are the roses so red,
It is time little people were going to bed.

The butterfly, drowsy,
Has folded its wing,
The bees are returning, no more the birds
sing.
Their labor is over, their nestlings are
fed,
"It is time little people were going to
bed."

Good-night, little people,
Good-night and good-night,
Sweet dreams to your eyelids till dawn-
ing of light,

The evening has come, there's no more
to be said,
"It is time little people were going to
bed."

—ALBERT E. WEIR, from *"The Child's
Own Music Book"*—Copyright by *The
World Syndicate Co.*—Used by permis-
sion of the publishers.

Prayers

In early morn when I awake,
I say, as through the day I take,
My way, "Dear Lord, O watch and keep
A little child till time to sleep."

And at night when Prayers are said,
When sleepy children go to bed,
I say, "Dear Lord, guard me all night,
Until the dawn of morning light."

—WILHELMINA SEEGMILLER, from *"Little
Rhymes for Little Readers"*—copyright by
Rand, McNally Company.

Close those pretty eyes of brown,
It's time to go to sleepy town,
Eyes of gray must follow too,
Also pretty eyes of blue.
Black eyes we must not forget
Though they are as black as jet.
Whether blue, gray, black or brown
All must go to sleepy town.

—MARY LEE FISK.

Evening is falling asleep in the West,
Lulling the golden brown meadows to
rest;
Twinkle like diamonds the stars in the
skies,
Greeting the two little slumbering eyes.

—Selected.

The Sandman

When the sunset clouds have changed to
gray,
And merry stars come out to play,
The sandman hastens through the town
In highways, byways, up and down

Strange is it not, he knows so well,
The homes where little children dwell,
And there he enters every eve,
His store of mystic sand to leave.

When he has passed, lids grow like lead,
No place seems quite so nice as bed;
So they say the evening prayer,
And go to sleep in God's kind care.

—OSCAR HUGH BAKELESS.

A Blessing for the Blessed

When the sun has left the hilltop,
And the daisy-fringe is furled;
When the birds from wood and meadow,
In their hidden nests are curled
Then I think of all the children,
That are sleeping in the world.

There are children in the high lands,
There are children in the low,
There are children wrapped in furry
skins,
On the margin of the snow,
And brown ones naked in the isles,
Where all the spices grow.

Some are sleeping in a palace,
On a white and downy bed,
Some are sleeping in a garret,
With a cloth beneath the head;
And some are on the cold hard earth,
Whose mothers have no bread.

—LAURENCE ALMA TADEMA.

The world is full of wondrous things
For all of us to see.
We need our eyes as clear and bright
As ever they can be.
So early we must go to bed
To sleep the long night through.
The day gives light to little folks
For all they have to do.

—National Committee for the Prevention
of Blindness.

Sweetly sleep. The father doth keep,
And he will give his beloved ones sleep,
Now all the flowers have gone to repose,
Closed are the sweet cups of lily and
rose;

Blossoms rock lightly on evening's mild
breeze,

Drowsily, dreamily swinging the trees.
Sweetly sleep! The father doth keep,
And he will give his beloved ones sleep.

—Old Lullaby.

Children must early go to bed,
And they must early rise,
For then they'll always healthy be,
And wealthy too, and wise.

—WILHELMINA SEEGRILLER, "Little
Rhymes for Little Readers"—Copyright by
Rand, McNally Co.

Lady Button Eyes

When the busy day is done,
And my weary little one
Rocketh gently to and fro;
When the night winds softly blow,
And the crickets in the glen
Chirp and chirp and chirp again;
When upon the haunted green,
Fairies dance around their queen—
Then from yonder misty skies
Cometh Lady Button-Eyes.
Through the murk and mist and gloam,
To our quiet, cosy home,

Where the moonbeams hover o'er
Playthings sleeping on the floor
Where my weary wee one lies,
Cometh Lady Button-Eyes.
Cometh like a fleeting ghost,
From some distant eerie coast;
Never footfall can you hear,
As that spirit fareth near—
Never whisper, never word
From that shadow queen is heard.
In ethereal raiment light,
From the realm of fay and sprite,
In the depth of yonder skies,
Cometh Lady Button-Eyes.
Layeth she her hands upon
My dear weary little one,
And those white hands overspread,
Like a veil the curly head,
Seem to fondle and caress,
Every little silken tress;
Then she smooths the eyelids down,
Over those two eyes of brown—
In such soothing, tender wise,
Cometh Lady Button-Eyes.
—EUGENE FIELD—Copyrighted by Chas.
Scribner's Sons and used by the permis-
sion of the publishers.

Early to bed and early to rise,
Makes a man healthy, wealthy and wise.

—FRANKLIN.

He giveth his beloved, sleep.

—Old Testament.

Life's nurse sent from heaven to create
us anew day by day.

—READE.

Tired nature's sweet restorer, balmy
sleep.

—YOUNG.

O sleep, O gentle sleep,
Nature's soft nurse.

—SHAKESPEARE.

Rest and Work

Where is rest? In what isle of the
summer-glad seas?

In what gardens of balm? 'neath what
sleep dropping trees?

Why, here in the cornfield—take up your
hoe!

Right here in the mill—make the paddle
wheel go!

Right here with your engine—up steam
and away!

Right here with your sewing machine
every day.

Where there's work, there is rest, and it's
nowhere beside,

Though you travel all lands and you sail
every tide.

Where is rest? Go to work, and your
spirit renew,

For no man can rest who has nothing to
do.

—SAM WALTER FOSS.

Now blessings light on him that first
invented sleep. It covers a man all
over, thoughts and all, like a cloak; it
is meat for the hungry, drink for the
thirsty, heat for the cold and cold for

the hot. It is the current coin that pur-
chases all the pleasures of the world
cheap.

—CERVANTES.

The innocent sleep, that knits up the
ravelled sleeve of care.

The death of each day's life, sore labor's
bath,

Balm of hurt minds, great nature's sec-
ond course.

Chief nourisher in life's feast.

—SHAKESPEARE.

There is no fact more clearly estab-
lished in the physiology of man than
this, that the brain expends its energies
and itself during hours of wakefulness
and that these must be recuperated dur-
ing sleep.

—DR. FORBES WINSLOW.

O sleep! it is a gentle thing,
Beloved from pole to pole.

—COLERIDGE.

CHAPTER VII

Projects

The projects given are merely suggestive. It is not expected that each one shall be a part of the school pro-

gram. Add them to the lessons in the outlines whenever their use seems advisable.

Helpfulness

Grade I

First Aid. (Once a week.)

Simple finger bandage.

Safety.

Permit the children to give short talks on—

1. How I May Help:—(a) To avoid accidents, (b) to make mother's work easier, or (c) to be of assistance to father.

2. Dangerous playthings.

3. Dangerous places to play.

4. Fire drills.

Civics.

Health work of mother.

Health work of father.

Plan and construct a model house, paying attention to ventilation and lighting.

Grade II

First Aid.

Teach how to bandage hand and wrist.

Safety.

Crossings.

Falls.

Make a safety poster.

"Better be safe than sorry."

Civics and Health.

School room care.

Grade III

First Aid.

How to treat nose bleed.

Simple treatment of burns.

Safety.

Make notebook on how fires can be prevented.

How street accidents may be avoided.

Excursion to a fire station.

Civics.

Playing City.

1. Organization.

2. Police Department (enforce anti-spitting, clean hands, face).

3. Health Department, Record of children with colds. Absences.

4. Street Cleaning Department, Clean floors, desks, etc. Wraps hung up.

Grade IV

First Aid.

Simple treatment of cuts.

Safety.

Streets.

Traffic.

Safety devices.

Write letters to different firms and factories asking what safety devices they use.

Make safety posters.

Civics.

Emphasize the ways in which Government protects its citizens, e. g., laws, public buildings, parks, swimming pools, bathing beaches.

Care of vacant lots, alleys, cisterns, wells and outhouses.

Methods of keeping food clean; laws for pure food.

Crusaders for Health. (See page 158.)

1. Collect data.

2. Report.

3. File.

R. L. Stevenson, the hero of courageous living.

Grade V

First Aid.

Sprain.

Stretchers.

Safety.

Stop, look, listen. Make poster.

Review the safety projects in the other grades.

Compile scrap book. Safety and health clippings. Bring to class—read.

Civics.

The City and Health.

1. What provisions for health does the city make?

2. How can pupils help make a healthy city?

3. Make a more complete organization of class into city.

Roosevelt, the hero who conquered a sickly childhood.

Grade VI

First Aid.

Review the First Aid work in the lower grades.

Safety.

Milk inspection.

Food inspection.

Garbage and filth regulations.

Uncontaminated water supply.

Civics.

Problems of health with which the state must deal.

Prohibition, thrift, cigarettes.

Write state boards of health for laws and literature. Write distant states to show why some laws necessary in one state are not in another.

Florence Nightingale, the founder of modern nursing.

Bring health clippings to class—read.

Grade VII

First Aid.

The Care of the Sick Room.

1. Bed making.

- a. Demonstrate making with or without patient.

- b. Moving patient in bed.

2. Airing the room.

Demonstrate home-made con-

trivances for screens or shields.

3. Cleaning.

Demonstrate methods of cleaning without raising dust.

Treatment of burns.

Safety.

Discuss falls, burns, injuries, sharp instruments.

Use of gasoline, electrical devices, especially electric irons.

Civics.

National Health Problems.

Gorgas—hero of Panama.

Lister—hero of safe surgery.

Carrel—hero of safe surgery.

Hygiene Inspection.

Knighthood.

Grade VIII

First Aid.

Entire course in First Aid under

the direction of a physician or nurse.

Civics.

Health as world problem.

Federal health agencies.

State and other agencies.

Trudeau—hero of courageous living.

Pasteur—hero of disease prevention.

History of Medicine.

Tuberculosis.

Make a bulletin board upon which is posted illustrative material,—posters, pictures and newspaper clippings on accident prevention.

a. Bristol board, burlap or oatmeal paper are good materials to use.

b. Pay attention to good subject matter, placing and neatness. Keep a record of the accidents in each grade. Show how they might have been prevented.

Cleanliness

Grade I

1. Toothbrush Drill.

2. Demonstration of Handwashing.

3. Handkerchief Drill.

4. Scald the drinking cups frequently.

5. Pointers in Courtesy.

a. The fingers should not touch the drinking edge of the water glass.

b. Forks, spoons and dishes used by others should be washed before using again.

c. Individual towels should be used.

6. Make a dust cloth for a Christ-

mas present—white cheese cloth, wide hem, running stitch in turkey red cotton.

7. Posters.

a. Teeth.

b. Hands and nails.

c. Bathing.

Use projects 1, 2, 3, 4 and 5 in all the grades if a need exists for them.

Grade II

Washing the Clothes

Explanation: In this project are taught words describing actions connected with washing table napkins and the materials and articles used.

Vocabulary:

Tub	Bon Ami
Wringer	Washing powder
Washboard	Soap
Clothes pins	Starch
Clothes basket	Japanese napkins
Clothes line	Water
Sapolio	Rinse
	Heat

Directions: Teach the vocabulary words after the manner prescribed in the lessons. After the vocabulary is thoroughly learned, talk with the pupils about the project:— Discuss heating the water, use of soap, washing powders and starch, and the method of wringing and drying. While this talk was going on, and the actual work being done by the pupils, the following sentences and narratives were developed by the pupils under the teacher's guidance, and were by her printed on the board:

"The water was heated on the gas stove.

"Then Miss (—) 'counted out' to see who would wash clothes first.

"Frank was the first.

He put all of the napkins in the water.

"Then he took one and put some soap on it.

"He rubbed it up and down the washboard to get the dirt out.

"Thelma was the next one.

"She put the napkin in the wringer.

"Dorothy washed the next napkin.

"Clark's turn came next.

(Other pupils took part.)

"When all of the napkins were washed, we rinsed them in cold water.

"We hung them on the clothes-line with the clothespins."

The teacher in this project used *Project Sentences*, the children in-

serting the missing words from the vocabulary.

Project Sentences:

We clean windows with ———
———. (Bon ami.)

——— makes clothes stiff.
(Starch.)

The ——— are blue and white. (Japanese napkins.)

——— feels like fine sand. (Sapolio.)

We ——— the water. (Heated.)

——— made the water soft. (Washing powder.)

Our ——— is made of tin. (Tub.)

Note: The materials used in this project were kept together on a shelf at one side of the room. The words of the vocabulary, printed on cards, were secured by a rubber band and placed with the material. The children were made to feel at liberty to go to the shelf, take the word-cards and material to a large table and "match them" by first laying the name card on the table then placing the object corresponding to it on it, as, on the work SAPOLIO, the bar of sapolio was placed on the table. The wringer was placed on the card bearing the word WRINGER, etc.

—"*How to Teach Silent Reading to Beginners*" by EMMA WATKINS.
Copyright and used by permission of the J. B. Lippincott Co.

Make a dust cloth for Christmas, embroidering an initial.

Posters same as in Grade I. Add Clean Hair.

Grade III

Projects 1, 2, 3, 4—Grade I.

Demonstration of correct methods of dusting.

Posters same as 1 and 2.

Write a letter to soap manufacturers for their pictures, cut away the advertising, mount and use for room posters.

Write on the board *Do Cares* and *Don't Cares*.

Encourage the pupils to make out a list of the habits the *Do Cares* and the *Don't Cares* produce.

Grade IV

Cleanliness notebook.

1. Reasons for cleanliness.
2. Care of the skin, hands, nails, teeth, hair, etc.
3. Pictures.

Write manufacturers of plumbing and bathroom fixtures for their posters and literature. Use for reading lessons and art work.

(See Letter writing, page 376.)

Grade V

Write original stories on Cleanliness, using magazine pictures or other advertising to illustrate.

Make cleanliness posters.

Stress clean homes.

Grade VI

Write essays upon cleanliness of desks, school room, school yard, alleys, care of the toilet.

For a Civics lesson show the relation of personal cleanliness and neatness to community health.

Grade VII

Write the State Board of Health for quarantine regulations, insect extermination, and general laws for health.

Grade VIII

Write the Department of Agriculture and the United States Public Health Service, Washington, D. C., for their literature on Pure Food, Milk, Flies, Tuberculosis, Exercises. Use it for health lessons in Reading, Civics, Geography, and History.

Disposal of waste.

Street cleaning.

Public baths and swimming pools.

Teeth

Grade I

Toothbrush Drill: Use in each grade if a need exists for it.

Cut letters for chart or print them.

I brush my teeth.

1. When I arise.
2. After each meal.

The baby teeth.

As many upper teeth as fingers.

As many lower teeth as fingers.

Mention 6 year molars.

Watch for appearance.

Make clean teeth posters.

(See Posters, page 374.)

Make teeth booklets.

(See Booklets, page 375.)

Care of six year molars.

Grade II

(See "The Six Year Molar," page 264.)

Make clean teeth posters.

Make clean teeth booklets.

Grade III

Emphasize work of Grade I and II.

Make teeth notebook.

1. Why teeth should be clean.

Method of brushing.

2. Make clean teeth posters.

Grade IV

Booklets.

Value of six year molars.

Position of teeth.

Why teeth decay.

How a tooth begins to decay.

Times for brushing the teeth.

Clean teeth posters.

Write manufacturers of dental creams, powders, and toothbrushes for their literature. Use for reading lessons.

Grade V

Make lime water solution for teeth.

Clean teeth posters.

Grade VI

Booklets.

Food for the teeth.

Care of the teeth.

Write arithmetic problems showing the economic loss through neglected teeth.

1. Loss of time from work.

2. Expense for repair.

3. Doctor's bills from teeth ulcers.

Grade VII

Review work on all previous grades.

Collect data on teeth.

Write an essay or story upon the economic value of good teeth.

Grade VIII

Review work of all previous grades.

Value of different kinds of tooth brushes.

Care of tooth brush.

Care of wisdom teeth.

Rest

Grade I

Make a sleep poster showing open windows.

Make a sleep chart, a sleep castle, or a sleep ladder. Place on it the number of hours of sleep a child should have; the number he is getting. Form a Sandman's Brigade.

To belong to it each child must sleep at least ten hours with windows open.

Grade II

Bring pictures relating to sleep.

1. Rooms showing open windows.

2. Little children in nighties.

3. Beds.

4. Mattresses.

5. Clocks.

6. Watches.

Grade III

Same as grades 1 and 2.

Doll's house and bed.

Use doll's house and bed. Place jug of hot water at feet of dolls. Make cover of newspapers to put between other covers and between springs and mattress. Use several layers of newspapers, or building paper. *NO HEAVY* covers. Dress in warm room. Let children make covers of the newspapers and take home.

—M. GRACE OSBORNE.

General

Memorize one health poem or quotation each month.

Write stories of Crusaders for Health. (See page 158.)

A health program.

Find or write the material.

Plan the costumes.

Letter writing. (See page 376.)

1. To United States Health Service and Department of Agriculture for health literature.

2. To state boards of health and state tuberculosis associations for health suggestions.

3. To shoe firms for their literature.

4. To other organizations for health data.

Plan Campaigns: No cold, good posture, clean up, fly swatting, anti-spitting, coughing and sneezing.

Air

Grades I & II

Make a doll house of shoe boxes.

Attention to ventilation.

Make fresh air posters.

Where do you sleep?

How far up is the window?

Why need fresh air?

Storm windows? Why open?

School room. Test by having child go outside for short time and upon his return telling whether or not the air is fresh. Fine thing for a restless child to do. Create a demand for pure air.

Did you take slow deep breaths today?

Remember that breathing exercises lose their value in impure air.

Sit tall: Place one hand on the front of your chest, one hand on the back. Breathe in deeply through your nose. Can you feel your chest swell? How much?

Teacher measures her own chest expansion—older children measure each other—record—watch it grow.

Make pin wheels.

Paper 8 or 10 inches square.

Mark corners a, b, c, d.

Fold diagonally from corner to corner both ways.

Open paper, cut along diagonal crease.

Fold corners a, b, c, d over to center, fasten with a pin or tack or a stick.

Make paper kites.

Plan a soap bubble party.

Grades III & IV

Make fresh air posters.

Where does the fresh air enter your school room?

Where does the used air leave?

When you go home tonight find out the same things about your bedroom, your living room.

Experiments—To show plan of securing fresh air in home without drafts—window boards or heavy cloth screen used to break current. Storm windows for winter ventilation. Play bedroom arranged for use at night. Bed and windows arranged to keep sleepers warm but

with plenty of fresh air to breathe.

—M. GRACE OSBORNE.

Grades V & VI

Make a little house out of a chalk box.

1. Stand the box up on its narrow end.
2. Cut away the grooves in which the lid ran, and smooth the edges.
3. On each of the two sides, bore two round holes for windows, one near the bottom, one near the top of the box.
4. Find four corks that will close these windows.
5. Bore another hole in the roof of your house, and get a lamp chimney to put over it. Can you think why?
6. Now have some one, the drug-gist perhaps, cut a piece of glass, the exact size of the opening of your box.
7. Fasten this on with a strip of gummed tape, for a door.
8. Arrange a latch. (A rubber band fastened to the glass door with gummed tape, can be slipped over a tack on the side of the box.)

To use your house.

1. Fasten a candle on the floor, under the hole in the roof.
2. Light it.
3. Close all your windows with your corks.

4. Close your door tightly and watch the candle.
5. After it has gone out, light it again, but this time try opening different windows.
6. Hold a piece of smoking incense at the open windows, and notice where the smoke goes.
7. Find out which combinations of open windows make the candle burn best.
8. Find out *how* the air moves each time. This will explain why the candle burns best.

—MARY S. HAVILAND from "*The Most Wonderful House.*" Used by permission of the J. B. Lippincott Co.

Debate—Resolved that the nose is of more importance to health than the mouth. (See Debates, page 374.)

Grades VII & VIII

Two minute talks.

Effects of adenoids and tonsils upon breathing.

Pure Air.

1. Methods of ventilation.
2. Construction of sleeping rooms.
3. Window and door placing.
4. Cubic feet of air required under different conditions.
5. Injurious effects of bad air.
6. Dangers from dust and health.

House building.

1. Sunshine in how many rooms.
2. Window and door placing.
3. Location.
4. Ground.

Nutrition

Grade I

Begin chart for weight line. Continue through school year.

Make good breakfast chart.

Draw, color and cut apple, orange, pear, banana. Give careful directions. Mount best.

Make fruit trees in silhouette. Mark around pattern.

Make a fruit poster. (See Posters, page 374.)

Make vegetable notebook.

(See Booklets, page 375.)

Make garden, plant radishes, lettuce, onions.

Make food booklet.
 Draw with crayons large fruits, vegetables.
 Model fruits in clay or plasticine.
 Make a fruit or vegetable border.
 Cut fruits.
 Cut vegetables.

When first year phonics have been learned, use for phonic lesson vegetables, fruits, habits: t—tomato, p—prunes, c—cleanliness.

Why we should drink water. Fold cup. Emphasize drinking water before swallows of food, never with food.

Reading lessons composed by the children. Type, write on board, or print.

On separate cards mount,

Cow—milk.

Hen—eggs.

Garden—vegetables.

Apple tree—apples.

Tooth brush—happy child.

Bath tub—clean, pretty child.

Teacher holds up one card, child finds its mate.

Excursion to a bakery.

(See Excursions, page 375.)

Grade II

Begin chart for weight line. Continue through school year.

Make good dinner chart. Children have a normal spontaneous interest in food.

Cut free hand fruit trees.

Make a vegetable poster.

(See Posters, page 374.)

"Good Health Friends."

Make fruit notebook.

(See Booklets, page 375.)

Make butter. Put some cream in jars. Serve with wafers.

Make garden plot.

Cut fruits.

Cut vegetables.

Model vegetables.

Visit grocery store.

(See Excursions, page 375.)

Grade III

Begin chart for weight line. Continue through school year.

Make "good supper" chart.

Paint in watercolors silhouettes of fruit trees.

Model in plasticine edible leaves.

Crayola harvest landscape.

Make a vegetable chart.

Make vegetable notebook.

Make cottage cheese.

Make vegetable border.

Excursion to dairy, milk depot, or a butcher shop.

Grade IV

Begin chart for weight line. Continue through school year.

Make height and weight cards or tags.

Make a notebook for food combinations.

(See Booklets, page 375.)

Make poster of vegetables that tend to relieve constipation.

(See Posters, page 374.)

Reasons why milk is the "best food." Make chart showing comparative values.

Cut silhouettes of fruit trees.

Watercolor harvest landscape.

Make a fruit chart.

Write original food conundrums and rhymes.

Make vegetable poster.

Make fruit, vegetable, or cereal notebook.

(See Booklets, page 375.)

Make a spelling notebook containing a list of needed words in the booklet.

Sample:

A *cereal* is a *grain* used for food such as *wheat* or *rice*.

A *menu* is the list of (names) of *dishes* of food *served*.

Everybody should eat a good *breakfast*.

—MARY R. PRINGLE, *Principal of Irving School, Detroit*.

Visit grocery store.

Make notebook collecting lists of one letter; include vegetables, fruits, trees.

Plan a good breakfast suitable to the age of the class.

(See Diet for the child, page 301.)

Prepare dry toast, buttered, dipped, or cinnamon, serve.

Producers of food. Make notebook or chart of one producer and products.

Chart on food values. Place on board or make chart or notebooks. Print in large words on chart.

For example:

<i>Food</i>	<i>Makes</i>	<i>Has</i>
Milk	Bone and muscle	Protein, etc.

Do same with fruits and vegetables.

Bring colored magazine health pictures to school. Write original stories about them.

Write state board of health and state tuberculosis association for health literature and exhibits.

Grade V

Begin chart for weight line. Continue through school year.

Make chart showing the food value of milk in comparison to other foods.

Make food posters.

(See Posters, page 374.)

1. Fruits which tend to relieve constipation.
2. Well balanced meals.
3. Cereals.
4. Vegetables.

Make chart of edible leaves, tell value of different ones.

Make vegetable notebook.

(See Booklets, page 375.)

Make a screened closet for top of refrigerator.

To put hot dishes to cool.

To keep fruit and other things that should be cool, but need not be very cold.

To make:

Take an ordinary box.

Knock out two sides.

Tack wire netting over them to let the cool air blow through.

Make a screen door for it.

Fruit or vegetable motifs for booklet.

Plan supper or luncheon suitable to this grade.

—MARY S. HAVILAND, from "*The Most Wonderful House*." Used by permission of J. B. Lippincott Co.

Make a cereal notebook.

Kinds used for food.

Food values.

Reasons for cooking.

Breakfast foods—compare prices, recipes, puddings.

(See Exhibits, page 394.)

Class paper or school paper, one column devoted to health topics and health news.

Write an essay on a model dairy.

Grade VI

Begin chart for weight line. Continue through school year.

Make a malnutrition notebook.

1. Causes of malnutrition.
2. Signs.
3. Remedy.
4. Make health rules to relieve malnutrition.

Visit a water plant. Record results of visit.

Make a grain chart.

(See Exhibits, page 394.)

Make a food notebook containing fuel, growth, mineral foods. In the Geography period locate the places from which the foods come.

Get the market prices of food. Plan a well balanced meal using cheaper foods.

Supper or luncheon.

1. Foods used.
2. Cost of food, ways of reducing cost.
3. Use of leftovers.

Dinner.

Types of menus.

Foods used; food value.

The day's menu.

Meals easily prepared; which save fuel in preparation.

"One dish" meals.

Amount required for one week.

Factors influencing this need.

Definition of "calorie."

100 calorie portion.

Calculating number of calories needed for variety, attractiveness.

Cost of food—budget.

Vitamines.

Children's food.

In the Arithmetic period make out bills for foods, compute the cost of food for a family of five.

Class paper—health topic.

Debates. (See page 374.)

Notebook—Pure Water.

1. Its importance.
2. Dangers of contamination.
3. How the water supply is protected.
4. Inspection of water shed.

Gardening.

Vegetables and fruit judging.

Basis of good points.

Arrange fruit or vegetable motifs for booklets.

Draw from berry bearing branches.

Draw from budded and blossoming twigs, cherry, plum, apple.

Paint with watercolor vegetables and fruits with a little of their foliage; radish with part of its growth; beets, carrots, an apple with a leaf or section of twig.

Grade VII

Begin chart for weight line. Continue through school year.

Notebook—What constitutes good nutrition.

Notebook list of fuel foods, building material, laxative foods.

Health talks on milk and health.

1. Value of milk as a food.
2. Extent of milk industry.
3. Safeguarding the milk. Cleanliness, handling, and transportation.

Breads.

1. Tests of good flour.
2. Wheat.

(See Exhibits, page 394.)

3. Trace process of flour making from beginning to present.

(See Exhibits, page 394.)

"How the World is Fed," CHAMBERLAIN, American Book Co., publishers.

"How We are Fed," CARPENTER, Macmillan Company, publishers.

Class paper.

Make out bills for food in arithmetic period.

Write letters to state boards of health, state tuberculosis associations and other organizations for health literature and suggestions. Write letters of thanks when the material arrives.

Grade VIII

Begin chart for weight line. Continue through school year.

Cereals.

(See Stories, page 105; Nutrition, page 282; Quotations, page 222.)

Bring different grains, discuss, mix, sort.

Fruit.

Value in diet.

Classification.

Selection of fruits, price.

Vitamines.

Inspection and protection of water shed.

Filtration plants.

Chemical purification.

Visit water plant.

Rural—Inspect wells.

Two minute talks on health subjects.

Debates.

(See page 374.)

The History of Medicine

Aim: To create an interest in good health by historical biographical narratives.

Grade VII

History.

1. First lessons came to primitive man through injuries, accidents, and bites of beasts and serpents.

"Medicine arose out of the primal sympathy of man with man; out of the desire to help those in sorrow, need or sickness."

—DR. WILLIAM OSLER.

2. Origin of rational medicine.

- a. Arose from the recovery of some, death of others.

- b. Gradually distinguished between the helpful and hurtful.

3. Early nations that did good work in medicine were Egypt, Babylonia, Italy, and Greece.

4. Medicine in the Old Testament: Prophylaxis, suppression of epidemics, care of the skin, baths, food, clothing, housing, hygiene of the camp, and laws concerning food.

It would be interesting to have the children find the passages in the Old

Testament which relate to these subjects.

(If a New Testament study is desired read: WILKINSON, J. R., *Luke, the Physician*, Vol. I, "New Testament Studies," G. P. Putnam's Sons.)

5. Stages of Medicine.
 - a. Magic and religion.
 - b. The recognition of natural character of disease.
 - c. The working out of structure and functions of the human body, of the effect of herbs, etc.
 - d. The determination of the clinical and anatomical features of disease.
 - e. The study of causes of disorders.
 - f. The application of knowledge of prevention.

Modern Medicine.

Leaders.

Achievements.

There are many, many leaders in medicine whose achievements could be most profitably studied. For a partial list see *Crusaders for Health*, page 158.

Lister, Pasteur, Koch, Carrel, and Grenfell are a few of the modern outstanding makers of medical history. Develop biographical sketches after the outline given on page 158. Study the achievements of these men. Add to this list by research. The following books are suggested:

OSLER, *The Evolution of Modern Medicine*, Yale University Press; GARRISON, *History of Medicine*, W. B. Saunders Co.; CHAPIN, *The Evolution of Preventive Medicine*, American Medical Association.

Grade VIII

Egyptian Medicine.

If "The History of Medicine" by Dr. Osler is available, use it for further work along this project. This book is written in a language and a style that an eighth grade pupil can enjoy, and he will profit by the reading.

"Out of the ocean of oblivion, man emerges in history in a highly civilized state on the banks of the Nile, some sixty centuries ago."

—DR. WILLIAM OSLER.

The Egyptians recognized the value of diet even in that long ago time. As Maspero in his "Life in Ancient Egypt and Assyria" quotes: "Whoever treats a sick person has therefore two equally important duties to perform. He must first discover the nature of the spirit in possession, and if necessary, its name, then attack it, drive it out or even destroy it. He can only succeed by powerful magic, so he must be an expert in reciting incantations, and skillful in making amulets. He must then use drugs and diet to contend with the disorders which the presence of the strange being has produced in the body."

The Egyptians believed that medicine could only assuage pain, and that magic alone could remove the disease. They were not far wrong, except in their ideas of magic. They should have used as the physician of today uses, the magic of rest, cleanliness, nutrition, exercise, cheerfulness and all the charm and power of right thinking.

The Egyptians used emetics, pur-

gatives, enemata, diuretics, diaphoretics and bleeding.

Emetic, a medicine that causes vomiting.

Purgative, causing evacuation from the bowels.

Enema, a liquid placed in the rectum.

1. Purgative.

2. Nourishment.

3. Medicine.

Diuretic, a medicine that promotes the secretion of the urine.

Diaphoretic, a medicine that increases the perspiration.

Hygiene was highly developed:

1. Cleanliness of dwellings and of person was regulated by law.
2. Law makers set the example by frequent ablutions and spotless cleanliness of clothing.

"When Egypt wore the crown of civilization, the Egyptians were frequent bathers; when Greece was the glory of the world, her bathing was the glory of the Greeks; when all roads led to Rome, all feet led to the Roman baths."

—*"The Story of the Bath."*

The Egyptians knew the use of castor oil. No doubt the small girls and small boys of that period made just as many faces when they had to take a dose of it because they neglected the elimination chore, as the children of today.

Class Paper

Grade VII

Aim: To train the children to look for health items.

To encourage research.

1. Decide upon the name of the paper.
2. Elect an editor in chief and his assistants.
3. Plan what should go into the paper.

Special articles.

Rhymes.

Quotations.

Original stories.

Compositions.

Health items.

Story and book reviews.

News about the pupils.

4. Encourage the pupils to look for health news in local papers, magazines and journals.
5. For the cover page use:
Original drawing, lettering,
water coloring.

Cut outs from magazines or catalogs.

6. The subject matter may be written, typed, or mimeographed.

7. Issue once a month.

Special items are always interesting, e. g.

- a. Carrots came from Holland to other part of Europe in 1520.

- b. Ice cream was first introduced in Washington at a dinner at which President Jackson was a guest.

- c. Even in early days specialists existed. Herodotus writing of physicians says, "one treats only diseases of the eye, another those of the head, others again of the teeth, others of the intestines and some those which are local."

Grade VIII

Plan a class paper:

1. To create an interest in health.
2. To spread health information.
3. To encourage research.
4. To drill in English and writing.

When writing in narrative style, train the child to keep in mind the questions

What happened?
To whom did it happen?
When did it happen?
Where did it happen?

Why did it happen?
How did it happen?

Kipling used this little verse when he first began to write:

"I keep six honest serving men,
They taught me all I know;
Their names are What and Why and
When
And How and Where and Who."

Issue once a month. Type, mimeograph or stencil the material.

Use clipped pictures and original drawings and designs for illustrations.

The Baby

Eighth Grade Girls should be taught: *Habits and General Care of the Baby*. (A habit is the result of a repeated action.)

1. Regularity in habits: Food, sleep, bath, and play.
2. Habit of sucking thumb may cause adenoids and deformed palate.
3. A large per cent of convulsions are caused by failure to remove wastes from body.
4. Laxatives are dangerous. Composition should always be known.
5. Massage improves circulation and aids in preventing constipation.
6. The use of go-carts that do not support the body properly may cause injury to back and limbs.
7. Improper and irregular feeding is a cause of colic.
8. Pacifiers are extremely detrimental to the health and well being of babies.
- a. Means of introducing, developing and spreading infection and contagious disease.
- b. Aid in deforming the hard and soft palate.
- c. Cause an enlargement of adenoid tissue.
9. No child should be fed from the mother's spoon.
10. Child should have his own bed when possible.
11. Plenty of fresh air from infancy.
12. Living room temperature should not exceed 70 degrees.
13. *Axiom*—"An infant during the first year should neither be amusing nor amused."

Shocks to the Nervous System.

Infants should not receive too much attention.

The child may be restless, irritable and his nervous system may be permanently injured by being subjected to the following treatment:

1. Violent rocking of the cradle.

(Do not make a practice of rocking the baby to sleep.)

2. Tossing or shaking violently in the arms.
3. Tickling.
4. Allowing intense sunlight to glare into the uncovered eyes.
5. Taking infants to places of public amusement where they are disturbed by crowds and loud voices, and come in contact with contagion.
6. *Teasing and causing anger.*
7. *Subjecting them to conditions causing great fear.*

"Among the greatest trials which the infant has to survive after his arrival into the world is the drawback of badly trained parents."

—DR. JOHN A. FOOTE.

These are but general suggestions, the school physician or nurse will give more definite information.

They Who Are About to Die

O wise, wise world you have learned to guard,
The wealth of your forests from axe and flame;
For fertile fields that give rich returns
Your swamps and your deserts you now reclaim;
On farm, in city, on land and sea,
"Conserve, utilize," is your constant cry;
You save, wise world, where there once was waste—
But what of the babies about to die?
O wise, wise world, you have learned to fight
Disease that endangers your fruit and grain,
To safeguard cattle and pigs and hens
But reckon the cost in resultant gain.
Your laws protect from man's thoughtless greed
The farm in the forest, the bird on high
For spawn of fish you have shelter built—
But what of the babies about to die?
O penny-wise world, has the time not come
To see in the babies that die each hour
A nation's waste of its greatest wealth,

Its promise destroyed ere the bud could flower?

O waste all needless for Knowledge shows

A way far better—Then wise world, why

Not stop this digging of tiny graves?

Give life to the babies about to die.

—LOUISE F. BRAND, *used by permission of the Wisconsin Anti-Tuberculosis Assn.*

Nearly, 1,800,000 babies are born in the United States annually. Approximately one out of six of these dies before its fifth year. America, ever prodigal of its boundless natural resources, has been none the less with its children. During a recent year the slogan of the Nation was "Save 100,000 of these babies a year." Much encouraging work was done, but prevention of the diseases of babyhood must be our watchword still.

The following data taken from the records extending over a period of eight years of the supervisor of nurses in a city of the Middle West shows most conclusively how intelligent supervision, direction and instruction can reduce the infant mortality rate.

Babies under one year of age, death rate per 1000 births.

Year.	Births.	Deaths.	Rate per 1000 births.
1914.	1739.	191.	109+
1922.	2973.	211.	70.9.

If there is time let the girls plan and make a layette. Give it to some mother who needs it.

Infants' clothing:

(All clothing should be washed before it is used.)

Binder (flannel band used only until navel is healed,

Shirt.

Gertrude skirt.

Napkins.

Slips.

The shirt should cover the chest and trunk. Wool and cotton, wool and silk, or wool and linen provide

for warmth and ventilation and is better than all wool, which irritates the delicate skin.

The napkin should be made of soft, light cotton which will absorb moisture readily. Canton flannel is too harsh for the delicate flesh. The napkin should be thoroughly washed before using the second time; drying is not sufficient. The rubber cover prevents ventilation and is very injurious. It should not be used except for short periods.

The skirt should be suspended from the shoulders (the Gertrude pattern) and should be tied or fastened with flat buttons. It should reach about ten inches below the feet.

The slip should be simple, plain and loose. This is the only suitable dress for a baby, rich or poor.

Night clothes, if suitable, add much to the conditions for sleep. All of the day clothes should be removed and a fresh night gown and napkin should take their place. A soft flannel or canton flannel gown with a draw string at the bottom is especially good.

Socks are especially important. Much of the comfort and health of the infant depends upon the proper dressing of the foot. The feet should be warm and dry.

Clothing for children under five years of age.

Clothing is worn to cover the body, to retain heat, and to absorb moisture from the body.

Suggestions.

Clean, simple clothing.

Rompers are easily made and laundered. They allow absolute freedom of movement.

Shoes to fit the foot, and without heels.

Simple material of wool, cotton, and linen, rather than silk, velvet and satin.

Frills, ruffles, bows, ribbons, laces and flowers, on the child correspond with conspicuous gilt frames on dainty water colors.

Simple hats and bonnets.

Is the underclothing changed at least once a week?

Is the underclothing removed and aired at night?

Is an overcoat or any other heavy wrap worn even when the cold is not extreme?

Are the chest, neck and legs protected except in summer?

Does the support of clothing come from the shoulders rather than the waist?

Do his parents see to it that he changes or dries his shoes when he gets his feet wet?

Does he bathe all over at least twice a week?

If the underclothing becomes unclean and saturated with moisture it retards removal of wastes from the body because it has reached the limit of absorption.

Cleanliness of the outer clothing is necessary to prevent the carrying of bacteria, to improve the personal appearance and to increase self-respect.

The ideal clothing is that which gives comfort, protection, beauty, and growth in the right direction. Begin with the infant and continue through childhood. Develop the ability to dress simply, suitably and attractively.

(See bibliography, *The Baby*, page 387.)

CHAPTER VIII

Cleanliness

Hands

"It is a matter of secondary importance whether the child understands why his nails and hands should be kept clean. The important thing is that he be aided in the formation of the correct habits of keeping them clean."

—L. A. AVERILL.

"No one likes to look at a dirty face, or dirty hands. No one enjoys being touched by dirty hands."

—"Citizenship Manual," Iowa.

Grades I-II

Story—"Billy Boy," page 44.

Times to wash hands.

1. Before each meal.
2. Before handling food being prepared for the table.
3. After going to the toilet.
4. When they become soiled in work or play.

Write upon the board or print upon attractive paper. (For suggestions for kindergarten and primary classes see page 361.)

I washed my hands before each meal today.

(See bibliography: Hands and nails, page 385.)

(See poems and quotations, Hands, page 207.)

Demonstration of handwashing by teacher.

(See Hand washing drill, page 315.)

Song—

This is the way we wash our hands
Wash our hands, wash our hands.
This is the way we wash our hands
So early in the morning.

—Tune— "*Here we go Round the Mulberry Bush.*"

The children demonstrate.

When is a little child, a big child
or a grown person clean?

Hands	Teeth
Nails	Body
Face	Inside
Neck	Outside.

Ears

Grade III

See Slovenly Peter: Here he stands
With his dirty face and hands.
See his nails are never cut.
They are grimed as black as soot.
Water for many, many weeks
Has not been near his cheeks.
And the sloven, I declare
Not once this year has combed his hair,
Anything to me is sweeter
Than to see shock-headed Peter.
—"Slovenly Peter," *The John Winston Company.*

Why should we keep our hands clean?

To look better.

To prevent soiling things we touch.

Inspect children's hands for:

Cleanliness.

Nails.

Clean.

Not bitten.

When should we wash our hands?

(See Handwashing demonstration,
page 315.)

Projects on cleanliness, page 232.

Grades IV-V

"Hands most of all, carry all kinds of germs from one person to another because hands carry mouth spray, sputum, nose, bladder and bowel discharges to other people's hands and to things other people touch."

—DR. H. W. HILL.

Chore—I washed my hands before each meal. I cleaned my fingernails today.

"The human hand well cared for, is a thing of beauty. Artists have painted it, sculptors have copied it and all the world has admired it. Nothing is more disgusting than a dirty hand, nothing more pleasing than a perfectly clean one."

—STELLA FULLER, R. N.

Grades VI-VII-VIII

The nails are:

1. Great dirt catchers and should be cleaned frequently.
2. An unpleasant sight when they are:

Black bordered.

Overgrown with cuticle.

Bitten.

Dirty nails may:

1. Introduce microbes into the skin by scratching.
2. Carry pollution to the food.

The nails.

Care.

To improve the appearance.

They should not be bitten or trimmed too close.

They should be allowed to be long enough to protect the ends of the fingers.

To avoid infection.

Dirty nails too often contain disease germs.

"Safety First," clean the nails.

"People often wonder why doctors and nurses so frequently escape contagious diseases. The chief reason is the fact that they wash their hands often. They know that door knobs, books, pencils, many things are covered with germs. They know that it is a dangerous thing to eat without first washing the hands. Doctors and nurses who do surgical work always 'scrub up.' It means that they scrub their hands under running water with soap and a hand brush for ten minutes."

—STELLA FULLER, R. N.

Bathing

"Cleanliness renders us agreeable to others and is an excellent preservative of health."

—ADDISON.

Grade I

Why do little children, big chil-

dren, and grown people need a bath at least twice a week?

Helps to keep them healthy.

Makes them good to look at.

Chore—I took a bath on each day of the week that is checked.

Emphasize that clean bodies need clean clothes.

Ask the children to bring pictures for a health poster.

Make a bath poster.

(See Posters, page 374.)

Grade II

Emphasize that bathing keeps the pores open thereby enabling them to carry off the waste products of the body.

Clogged pores gives offensive odor to skin. Waste matter cannot escape.

How do birds bathe? Cats?

Kinds of baths for children.

Hot

Cold

Shower

Tub

Sponge

Is it necessary to have a bath tub to take a bath?

Children can make themselves clean by using plenty of water and soap in a basin or bowl.

Stress: Clean towels.

Clean soap.

Plenty of water.

Brisk rubbing.

Suppose it is necessary to bathe in a room where there are other people.

Make a screen or curtain of:

Sheet.

Towels.

Newspapers.

Let the children suggest other modes of screening from view.

Grade III

Story—"How the Singing Water Got to the Tub," page 49.

Poem—"Muddy Jim," page 206.

Why should third grade children,

lower grade children, upper grade children and everybody bathe frequently?

1. To be clean.

2. To feel better.

3. To gain strength.

4. To be an agreeable companion.

5. To keep the skin healthy and clear.

When the skin is kept healthy the rest of the body is also likely to be in health.

Stress that air and sunshine are wonderfully beneficial to the body as well as to the hands and face.

"Every boy or girl who wants to serve his country can be training himself now by forming habits which will make a good citizen in the days to come."

Grade IV

Bathing.

1. The first object of bathing is, of course, to keep clean.

2. Not only should the dirt and soot which soil the body be washed off, but the waste materials deposited on the skin by perspiration must also be removed.

3. If a daily bath is not taken, the body and the clothing soon acquire an unpleasant odor.

4. After the bath be careful to dry the skin thoroughly between the toes. Failure to do this is likely to cause the decay of the "dead" skin which accumulates each day between the toes and this is chiefly responsible for the bad odor of the feet.

Unremoved dirt and waste give an offensive odor, and form poisons which the skin absorbs.

Remember where there is dirt there

is apt to be germs. Keep the body free from dirt.

"Cleanliness renders us agreeable to others, and is an excellent preservative of health."

—ADDISON.

(See bibliography, Cleanliness—Bathing, page 385.)

Story—"Taking a Bath in Finland," page 52.

A Healthy Skin.

1. The appearance of the skin more than any other feature makes the face ugly or beautiful.

2. In order to keep the skin healthy it must be kept clean.

3. The waste matter which forms a part of the perspiration does not evaporate along with the water, but dries upon the skin, making a sort of film all over the surface.

4. If this is not removed, the film begins to decompose, giving rise to a very unpleasant odor. But the offensive smell is not the worst thing.

5. The poisons formed are absorbed into the body and produce various painful and disgusting diseases of the skin.

6. Sometimes people try to hide a dingy skin on the face by covering it with paint or powder. This is a sham. It does not help the real trouble at all.

7. The skin cannot be made soft and white by such means. Besides, these paints and powders sometimes contain poison.

8. The really beautiful skin is the healthy skin.

9. And as we saw above, to keep the skin healthy, it must always be clean so that the perspiratory glands will be active and the pores will be

open. Indeed, the whole body must be kept clean—clean on the outside and clean on the inside—that the skin may be kept in health.

10. A clean, moist, healthy skin is the sign Nature hangs on the outside to indicate that the whole body is in good health.

11. The appearance of the skin is a sign of the condition of the health. A dingy skin, a clammy skin, a dry wrinkled skin is an indication of disease and feebleness. It may truly be said that a person is as old as his skin.

—From "*Building Health Habits*," O'SHEA AND KELLOGG, Macmillan Company.

The skin.

To be beautiful the skin must be healthy.

To be healthy the skin must be clean.

A clean, healthy skin is moist, elastic, clear, and rosy.

The three essentials for a beautiful skin are:

Cleanliness.

Good food.

Elimination.

An unclean skin encourages the growth of pimples and other skin eruptions.

"A good complexion is a social obligation. It is a joy to look upon though the face be plain. It suggests health, sweetness, soundness and is an asset in the struggle for existence."

—*Life Extension Institute*.

Grade V

Poem—"The Bath Tub's Complaint," page 207.

Use this poem for basic work for a lesson on the care of the bath tub, towels and soap.

Care of the underwear:

1. Absorbs waste matter excreted by the skin.
2. Should be aired daily and changed frequently.
3. Place soiled clothing in a bag or basket, not in the living or sleeping rooms.

Where should the clothes be brushed?

Grade VI

The importance of personal cleanliness.

Aim: To show how cleanliness and neatness are related to health.

The skin.

Cleanliness.

1. To improve the appearance.
2. To help rid the body of wastes.

The waste matter which is part of the perspiration dries on the skin.

3. To make us agreeable to others.

Grade VII

"Clean bodies deserve clean underwear."

"The proof of the pudding is in the eating' and the proof of a healthful bath is how it makes you feel afterward. If a cold bath makes you feel shivery and uncomfortable for some time afterward, it evidently does not agree with you. If a hot bath at night keeps you awake as it does some few people—then you cannot follow the usual rule of cold baths in the

morning and warm baths at night."

—MARY S. HAVILAND in *"Good Neighbors,"* published by J. B. Lippincott Co.

Grade VIII

"Tolerate no uncleanness in body, clothes or habitation."

—FRANKLIN.

The social value of cleanliness.

This virtue has a great social value. The pleasure of clean faces and hands, the clean dress, handkerchief, personal belongings, the clean desk, books, the clean floor, and playground add materially to life.

Social reasons for cleanliness:—

1. A clean pupil is happier, as well as healthier. He learns self-respect.
2. A clean pupil makes friends more readily.
3. A dirty, unkempt, careless pupil with a disagreeable body odor is unhappy usually and is apt to have few friends.
4. Clean body, and clean clothes react favorably on the disposition.

Bathing.

Aim: To teach the relation between bathing and good health.

1. "The care of the skin takes on special significance when it is known that from one to two and a half pints of waste matter pass through the skin every twenty-four hours. Any exposure to cold or lack of sufficient clothing is liable to derange the digestive organs."

—STUART A. ROWE.

2. "The two and a half million

little sweat-glands collect dirty waste matter from your body and pour it out in the perspiration all over your skin. Then the water in it evaporates, but the dirty, poisonous stuff stays, mixes with the oil and the loose bits of skin, and forms a dirty film all over your body. That is why we need a good all-over warm bath about every other day."

—MARY S. HAVILAND in *"The Most Wonderful House,"* published by J. B. Lippincott Co.

3. "Early rising and much bathing are profitable to keep a man in health, and to increase his riches and wisdom."

—PLATO.

4. "So great is the effect of cleanliness upon man that it extends even to his moral character."

—RUMFORD.

"I pray the prayer of Plato old
God make thee beautiful within."

—WHITTIER.

Use these quotations as subjects for Cleanliness posters or as themes for a one-minute talk on cleanliness.

Air Baths.

"An air bath promotes a healthy skin and aids it in the performance of its normal functions. Expose the whole body to light and air for a certain time each day, care being taken not to let the body become chilled."

—PARK, *"Public Health and Hygiene."*

Neither heavy exercise nor baths should be taken just before or after a meal. Why?

Teach that the skin is an organ of the body and subject to the same laws of health and disease.

Care of the hair.

1. Vigorous brushing:

- a. To remove the dust and dirt that has lodged in it during the day.
 - b. To stimulate the circulation in the scalp.
 - c. To keep the scalp healthy.
 - d. To make the hair glossy and beautiful.
 - e. To free it from snarls.
- The hair should always be combed and brushed at night.

2. Washing:

To clean the scalp of scales and dirt.

To improve the appearance of the hair.

(See bibliography, Bathing, Hair, Hands and nails, page 385.)

"A clean scalp and clean hair are good to look at and show a most desirable care of the person.

"It is unpleasant to see a child's finger nails with a deep black border or his head looking as if he had just slept in a hay loft."

—WINSLOW.

3. To make the hair beautiful.

- a. Daily combing and brushing.
- b. Utmost cleanliness of comb and brush.
- c. Washing when needed.
- d. Using your own comb and brush.

Never use a comb or brush which has been used by others without first cleaning.

The scalp and the hair need sunlight. This is the best germ killer known. Combs and brushes should be washed and sunned often.

4. The frequency of washing the hair depends upon:
 - a. Where you live.
 - b. The kind of work you do.
 - c. The quality of your hair, whether it is thick, thin, oily, or dry.

Pediculosis.

Soaking the hair in a mixture of

kerosene and sweet oil, half and half, night and morning for two days, followed by a thorough washing in soap and water, kills the lice and their eggs, which are called nits.

A fine tooth comb dipped in vinegar will remove the nits which are hard to get out of the hair.

Consult the school nurse or physician for other remedies to kill head lice.

Sanitation

Grade IV

Sanitation.

Aim: To show the relation between neighborhood sanitation and health.

"Sanitation is concerned with the environment of man and deals with the physical conditions outside the body affecting the public health rather than the individual himself, which constitutes personal hygiene."

What is the meaning of sanitation?

1. To have our premises clean and free from flies and mosquitoes.
2. To keep our milk and water supplies pure, and the air we breathe free from dust.

"To live among insects, dirt and germs, to drink impure water and unclean milk, and to allow germs to be spread abroad from the bodies of persons who are diseased, is insanitary.

"We should not be far from the mark if we spoke of a town that was clean and free from dangerous germs as a sensible, sound-minded town and of a town in which the people lived

amid dirt and germs as a foolish town."

Teach the children that each is mutually dependent upon:

His associates.

The community.

The state.

The nation.

Grade V

Sanitation.

"Neighborhood or community hygiene and sanitation offer one of the finest sources for field work in good citizenship for older children. It is apparent that no one can be a thoroughly good citizen and be at the same time ignorant of some of the great principles underlying the wider aspects of hygiene and sanitation. Here is a field where it is easy to demonstrate to school children in how far we are our brothers' keepers. The great lesson of coöperation may be learned here in such a direct way that it can never be forgotten."

—L. A. AVERILL.

(See bibliography, Sanitation, page 396.)

Keeping the neighborhood healthy.

"Early peoples used to think that disease was an evil spirit which had to be overcome by charms or driven away by certain peculiar ceremonies. We have found by study and investigation that it is something very different, but we can find a cause and thus work against it to prevent its spread."

—*State Department of Public Instruction, Iowa.*

Have the pupils make a set of rules for keeping the premises clean.

Grade VI

Beautifying the Community.

Aim: To cultivate an appreciation of beautiful surroundings as an aid to good citizenship and to show how all can work together to make and keep the community beautiful.

The school grounds and other public places.

1. Our pride in public grounds ought to be the same as in our own, as they belong to all of us. Here again we coöperate in having some one take care of the grounds for us.
2. School buildings ought to look neat and attractive. Paint does much to keep buildings looking well.
3. No one should mark or mar a public building with pencil marks or cut with jack-knives. Do we do that with our property at home?
4. Architects are persons who have studied building and construction work, and know

best how to plan and shape buildings and grounds so as to make them look beautiful as well as to be useful.

5. Landscape gardeners are persons trained in beautifying yards and lawns. They draw plans for beautifying parks and playgrounds as well as beautiful yards and homes.
6. What can different community clubs and societies do to beautify the public grounds and buildings of a town or city?

—*State Department of Public Instruction, Iowa.*

Grades VII-VIII

A City Beautiful.

Aim: To arouse civic pride.

To show that healthful conditions help make a city beautiful.

1. What is meant by a city beautiful? Have you ever seen cities that were particularly noted for their beauty? Have you ever seen Washington, D. C.? What makes it a beautiful city?
2. The elements of a beautiful city are often broad, well shaded streets, decorative lighting systems, large parks, well laid out and ornamented with statuary, trees and flowers, bridges of architectural beauty, buildings that harmonize in height and architectural design. Describe the fundamental elements of a beautiful city.
3. If a river runs through a city it ought to be parked on both banks and made a place of landscape beauty. Many cities have made their river

fronts municipal community centers, and have located their public buildings around about.

Ugly spots in our neighborhood.

1. Rickety fences and tumbledown buildings cause a farm to lose much of its real money value. If farm land is allowed to grow in weeds the owner will have a hard time to rent it or sell it.

2. Swamp lands ought to be drained and cultivated or grassed down. Why? Public roads ought to be mowed and cleaned at least once each year lest they become unsightly with weeds and undergrowth.

3. In cities one frequently sees tumbledown shacks of buildings, ash piles, dump heaps and unsightly billboards. Whose business in the city is it to see that such conditions are removed?

4. Prepare a five minute talk on the duties of the commissioners or others having this responsibility.

5. Means of making ugly spots beautiful. How many places in your town or city could be made more sightly and attractive?

6. How can seventh grade and other grade pupils help to make a city or town beautiful? How can they help to make it healthful?

Houses

Grade VI

Clean Houses.

Story—"Dust Under the Rug," page 45.

When freeing the house from dust, remember that fresh air, sunshine, a good broom and a soft wet cloth are the finest house cleaners.

Use damp oiled cloths when dusting.

Why not use a feather duster?

Scatters dust which settles again.

Sweep with a dampened broom or place pieces of wet paper on floor to take up the dust.

A vacuum cleaner is best.

Grade VII

"Teach the children there is a tie of mutual dependence which binds together the members of the human family, no matter where they dwell—East, West, North, South. The strands of this tie are made of the

articles of our daily food, clothing and homes. Coöperation and kindness help make a better nation."

Aim: To show the relation of homes to health.

Our homes:

1. Describe the appearance of an ideal farm home. What type of building do you think looks best for a home on the broad space of a farm? Do you like to see a farm barn painted red with the house of a different color, or do you like to see the barn painted the same color as the house and harmonize with it?

2. Farm homes are as necessary for good citizenship as are city homes. Why not have them just as beautiful? A good farm home ought to be large and spacious. It ought to have comfortable porches with hammocks and easy chairs. It ought to be sup-

plied with sleeping porches and with screens on the porches, doors and windows. It ought to have good music and beautiful pictures. It ought to be a place where young people are happy and like to live.

3. Every farm home ought to have a well-kept yard where trees furnish shade and where flower beds are well kept and the lawn well sodded. What kind of trees are best suited for shade? What shrubs are best adapted for this climate?

—*State Department of Public Instruction, Iowa.*

Grade VIII

Home Sanitation.

General References:

Andress, "Health Education in Rural Schools," Chapter II.

O'Shea & Kellogg—"Health and Cleanliness," Chapters II and IV.

Ritchie—"Primer of Sanitation," Chapter XXXVII; page 203.

Gulick—"Town and City," Chapters I and II.

Location.

In city or country.

Effect on health of: Air, dust, noise.

Construction: Dry cellar, maximum light.

Types of houses: Apartment, single.

Relative value of: Frame, brick, stone.

Fireproofing.

Metal or asbestos shingles have saved many buildings from catching fire. How? What other fireproof measures do you know? Why do local authorities make strict building laws?

Bedrooms should have plenty of sunlight and facilities for proper ventilation.

Housing and Health.

Renting:

Diseases which may infect a house and tenants:

Tuberculosis, Scarlet Fever, Diphtheria.

How to make a rented house safe for occupancy.

Most effective disinfectants are soap, hot water, sunlight, and air.

Repaint and repaper whenever practical.

Always scrub woodwork and floors and have paper cleaned.

(Ritchie—"Primer of Sanitation," Chapter XIII, page 58; Chapter XXXI, page 158. O'Shea & Kellogg—"Health and Cleanliness," Chapter IX, page 125. Overton—"General Hygiene," Chapter XXVII, page 286. Winslow—"Healthy Living," Volume II, Chapter XXIV, Page 283.)

Lighting: Kerosene, gas, electricity. Comparative cost.

Effect on eyesight of sunlight and clean windows.

Safety.

Effect on health.

(O'Shea-Kellogg—"Health and Cleanliness," Chapter VI, page 78.)

Heating.

Different methods—results—costs.

Write to reliable heating companies for information.

(See Letter writing, page 376.)

Use this material for a lesson on proper heating.

Effect on health of hot air, steam, open grates, coal stoves, and gas.

(O'Shea-Kellogg—"Health and Cleanliness," Chapter V.)

The work in these two lessons covers a review of the sanitation instruction in the previous grades. If the pupils have had little or no instruction in sanitation, use the material on pages 251-254.

School Sanitation.

"The teaching of hygiene and sanitation in the schools needs careful consideration. From the time the child enters school until he graduates he should receive systematic instruction so that he may begin life informed about the scientific reasons for protective measures and benefits to be derived by the individual and the community."

—R. W. SEARSON.

Walls, floors, ceilings and partitions should be sound, damp, fire, vermin and dust-proof.

In both rural and city schools the junctions of ceilings and floors with walls should be concave.

Ample provision should be made for washing facilities—at least one basin for every 25 pupils provided with hot and cold running water—and non-spring faucets.

In rural schools there should be one basin to every five or six children. These basins should be kept scrupulously clean.

Lighting of the school building should receive most thoughtful, careful attention. Generally speaking the window area should be at least one-fourth of the floor space.

The purity of the water supply should be examined and safeguarded. Approved drinking fountains should be available but should be installed only after expert advice about the best types.

The classroom is the parlor and living room of the pupils. They should be taught to take the same care of its cleanliness and its neatness as they would of those rooms in their own homes.

—*State Dept. of Public Instruction, Penn.*

Good Housekeeping in Schools.

1. Clean floors.
Dangers of dry sweeping.
Value of oiling.
Neatness.
2. Clean windows.
3. Clean desks.
4. Clean waste baskets.
5. Absence of flies.

Have a practical demonstration. Find breeding places, make traps, etc.

6. Absence of chalk dust.

Have pupils survey their own building and note how far it meets the requirements.

—VIRGINIA LEWIS, from "*Course of Study in Hygiene*," *State Dept. of Education, Ohio*.

Flies

Grade IV

Story—"Mrs. Fly and Mrs. Mos-

quito Decide to Leave Cleanville," page 48.

"When the matter is generally understood it will be a greater reproach to the housewife to have flies in the house than to have bed bugs."

—DR. M. J. ROSENAU.

Form a Fly Fighters' Brigade.

Every member must own a fly swatter.

Keep a score of the number of flies killed.

For plans for fly trap, write to the U. S. Dept. of Agriculture.

"Kill a fly in spring, you've done a splendid thing.

Kill a fly in May, you've kept thousands away.

Kill a fly in June, they'll be scarcer soon.

Kill one in July, you've killed just one fly."

1. Mother fly lays 120 eggs at one time.

2. At end of about 10 days fly hatches—in 3 weeks it lays eggs.

3. A fly lays 3 or 4 times a summer.

Protection against flies.

Screen doors and windows.

Screen manure heaps.

Cover garbage cans.

Keep premises clean.

Grade V

"Are you a breeder or swatter of flies?"

The fly never wipes his feet when he enters the kitchen.

The fly breeds and grows on filth.

Every fly you kill makes impossible several million more.

Flies can carry from the sick to the well:

Typhoid Fever.

Dysentery.

Cholera.

Tuberculosis.

"It is hardly necessary to cite authorities on the capacity of the house fly to carry bacteria from one place to another. This capacity has been amply demonstrated and confirmed. The house fly is known to be strongly attracted by noisome odors. It hovers about and feeds on human excreta. It eats blood, pus, sputum and other pathological products. In fact, its habits are well adapted to favor the soiling of the exterior of its body, and to fill its interior with various species of disease germs. Pathogenic bacteria have been demonstrated on its proboscis, its feet, in its digestive tract and its excreta, the well-known fly specks."

—*American Journal of Hygiene.*

1. The campaign against the house fly and other flies with similar habits is a campaign for general cleanliness and neatness, besides being a campaign against a troublesome pest.

2. Like most movements directed in the interest of the public health, it broadens out from its original narrow intent.

3. The war against human tuberculosis has become a movement for more normal, hygienic living in all details of our every-day existence.

4. The fight against bovine tuberculosis has taught us to value above all clean milk.

5. The campaign against malaria has broadened into one against the mosquito, and will eventually extend to a general movement for the reclamation and utilization of the valuable lands now useless as swamps and marshes.

6. In some other countries the

preparation to successfully meet the plague has called attention to the enormous aggregate losses due to rats.

7. It has already demonstrated the need of a better construction of sewers in many places, and has reemphasized the flimsiness of wood as a building material.

8. These needful improvements and reforms now serve as great public lessons and demonstrations, and

stimulate the people first to reflect and then to act.

9. It needs two parties to all reforms,—the one who discovers the need for it, and the people to respond. The first is powerless without the second.

10. There are many things we still need to know about the house fly, but we need not wait for these to begin active hostilities.

—*U. S. Department of Agriculture.*

Clean Up Campaign

Use posters, publicity, talks and special programs to create an interest in a "Clean up" of the school grounds, alleys, streets and vacant lots.

Emphasize:

1. Manure piles and uncov-

ered garbage cans breed flies.

2. Rain barrels breed mosquitoes.

3. Offensive outdoor toilets threaten the health of the town.

CHAPTER IX

Clothing

Grades I and II

Clothing should be:

1. Comfortable.
2. Well brushed.
Emphasize brushing clothes out of doors.
3. Neat. Buttons, hooks and eyes should be securely sewed on.
4. Suitable to time and season.

Grade III

Clean clothing:

1. Feels better.
2. Looks better.
3. Children who wear it are more pleasant to be with.

Care:

1. Day and night clothing should be kept separate, and should be thoroughly aired after wearing.
2. Brushing should be done out of doors.
3. Mending.
4. Putting away.

Why should the clothing worn next to the skin be changed frequently?

Why should wet clothing be changed?

When rubbers are worn when should they be removed?

Change clothing:

1. When soiled.

Underclothes at least once a week; twice if possible.

2. With the weather.

Removal of sweaters and other outer garments when indoors.

Grade IV

Care of the underwear:

1. Absorbs waste matter excreted by the skin.
2. Should be aired daily and changed frequently.
3. Place soiled clothing in a bag or basket, not in the living or sleeping rooms.
4. Where should the clothes be brushed?

Grade V

Our personal appearance depends very much upon the clothes we wear.

How do clean well brushed clothing, neat shoes and well groomed hair, skin and hands create a good impression?

The real use of clothing is protection. It should be comfortable and suitable to the season. When the weather turns cold it is usually better to wear heavy outer clothing. Heavy underwear is likely to overheat the body.

Wet clothing should be removed as speedily as possible. Why?

Grade VI

Clothing is worn to cover the body, to give beauty, to retain heat, and to absorb moisture from the body.

Clothing should be light, warm, loose, and suitable.

Is the underclothing changed frequently? How often?

Why should the underclothing be removed at night?

1. Becomes saturated with perspiration.
2. Emits an odor.
3. Retards the removal of wastes from the body.

Grade VII

Cleanliness of the outer clothing is most desirable.

1. To improve the personal appearance.
2. To increase self-respect.
3. To prevent the carrying of bacteria.

Emphasize that the ability to dress simply, suitably and attractively adds greatly to the success of a boy or girl. How?

Grade I

"Shoe the horse,
Shoe the mare,
But shoe the growing feet with care."
—*Metropolitan Mother Goose.*

Care of the shoes:

1. Clean and well brushed.
2. Heels straight.

Grade VIII

Clothing.

Correlate here with geography and reading, noting facts of life and pictures of apparel of foreign peoples.

Keep dry if possible. If wet, change to dry clothing without delay.

Different materials for varying seasons: (1) cotton, (2) linen, (3) silk, (4) wool, (5) fur, and (6) rubber.

Different colors for different seasons and different temperatures.

Remove outer garments, sweaters, furs, and rubbers when indoors.

Loose clothing vs. tight clothing: (1) waistbands, (2) suspenders, (3) garters, and (4) shoes.

Note effect on posture of tight clothing, tight suspenders and garters, tight and high heeled shoes. Make a demonstration of what happens to a growing plant, cucumber or other fast growing thing, if a string or wire is bound tightly about it for a long time.

Keep the baby's clothing loose.

Care of clothing: (1) washing, (2) drying, (3) pressing, and (4) storing.

Frequent changes for purposes of cleanliness of: (1) linen, (2) underwear, and (3) outer garments.

—*Used by permission of the State Dept. of Public Instruction, Penn.*

Shoes

Care of the feet:

1. Bathe at night.
2. Trim the nails straight across.
3. Hang the stockings to air when taken off at night.
4. Put on dry clean stockings every morning.

(See bibliography, Shoes, page 388.)

Grade II

Next time you are down town, go past a shoe store. See how many different shapes you can find in children's, men's and women's shoes. Which shapes are most like the print of your foot? Which would be best for the feet?

Find pictures of foot coverings worn by people in different parts of the world. What stories about the lives of the people do these pictures tell? The Chinese and Japanese wear shoes made of matting; the Dutch wear wooden shoes; the Indians, shoes made of skins, while our shoes are of leather, satin, velvet or canvas.

(See bibliography, Shoes, page 388.)

Grade III

"In selecting shoes man seems to conclude that nature made a mistake in making the foot broad at the toe and he endeavours to make it over into a wedge-shaped organ, while woman tries to improve upon nature by walking on the toes and elevating the heels instead of walking on the flat of the foot."

—DR. C. E. TURNER.

Proper shoes are those that have the shape of the natural foot, straight inner edges, heels low and broad, soles and uppers flexible, and avoid tight lacing which hinders circulation.

Grade IV

Shoe defects and results.

High, narrow heels—hard to walk or stand gracefully. Strain and injure the muscles.

Thin soles—unfit for cold weather.

Tight fitting—corns, bunions, callosities.

"There was a large foot
Lived in a small shoe,
It had so many corns
It didn't know what to do."

Care of stockings:

1. Change daily or very often.
2. Dry and air at night.
3. Darn holes as soon as they appear.

Have children bring pictures for good shoe poster.

"When you get ready to go to bed to-night, get a piece of colored paper and have a pencil handy. Before you take your bath, wet the soles of your feet, then stand on the paper with feet parallel. Step off and while the impression of your feet is still on the paper, outline the wet prints. Notice the places where your foot did not wet the paper and find these places on your feet. Have you a well-arched foot? Are your toes nicely spread out, or are they bent together to a point?"

—MARY S. HAVILAND.

The Educator Shoe Company has an excellent set of photographs which illustrate good and poor feet. These may be procured free of charge. Make a class project of a letter to the Company, asking for a set.

Grade V

"It is a wondrous thing, the human foot, like the human hand, even more so, perhaps. But unlike the hand with which we are so familiar, it is seldom a thing of beauty in civilized adults who go about in leather boots and shoes.

"It is hidden away in disgrace, a thing to be thrust out of sight and forgotten. It can sometimes be very

ugly indeed, the ugliest thing there is, even in the fairest and highest and most gifted of her sex and then it is of an ugliness to chill and kill romance and scatter young love dreams and almost break the heart.

"All for the sake of a high heel and a ridiculously pointed toe, mean things at the best."

—DU MAURIER, *Trilby*.

(See bibliography, Shoes, page 388.)

(See Feet, Crusade manual.)

The proper shoe is one that is most like the shape of the natural foot.

Tight shoes, cause corns, make cold feet by impeding the circulation, and give a pained expression to the face.

High heels, strain the muscles, break the arches, and hinder fast walking.

Short shoes cause bunions.

Grade VI

"When the Shoemaker forgot his last and went in for so called æsthetics, it was an evil day for the human race. The world's aching feet, its hammer toes, its fallen arches, its toe felons, its ugly bunions and its ubiquitous corns ring the changes in the melancholy story."

—WAINRIGHT EVANS.

Shoes:

1. It is still possible to obtain shoes of a fairly good pattern in this country, though it requires patience and perseverance.

2. Such shoes should have a low broad heel (no more than three-quarters of an inch high) and straight inside line, a wide outward sweep to avoid cramping and pulling in the little toe, and a flexible arch: the

shoe should lace, and be of the blucher type.

3. The toe may be pointed, if so desired, but the point should be straight in front of the normal great toe, and not in front of the third toe, as is the almost invariable custom.

4. The army shoe is a good outline, though not entirely ideal in other respects. The shoes with which most women, and many very sensible women, are at present crippling and distorting their feet, are as bad physiologically as they are hideous.

—*Mass. State Dept. of Health.*

Emphasize that "Correct Shoes" is one of the means by which the pupil can gain points to become a member of the Round Table.

Grade VII

"Have you ever, when you felt tired and 'all in,' taken off your shoes and strolled barefoot in the sand of an ocean beach, or in the velvety dust of a country road, or on a soft grassy lawn in the evening dew?

"If you have, then you know that wonderful sensation of *relief*.

"You could just feel your tiredness stealing away.

"This wonderful relief came from getting back a little closer to nature.

"If we could go barefoot always, we'd *never* have corns, bunions, ingrowing nails, fallen arches, callouses, twisted toes, or aching, tired feet.

"But we can't. Civilization says we *must* wear shoes.

"*But*—civilization doesn't say we

must wear shoes that are not even shaped like feet!

"Shoes are Torture. Most of the shoes you see are built on the plan of those medieval dungeons. They are not long enough or wide enough to let the feet relax or be comfortable. Therefore, the foot is bound to get tired quickly. The blessed relief your foot feels when you take it out of such a shoe, is like that which some more fortunate medieval prisoner who escaped from his dungeon must have felt."

—From *"Bent Bones Make Frantic Feet."*

Notes.

I. Your shoes:

Are they neat and well polished?

Are the heels straight or worn down?

2. Your feet:

Are some of your toes bent towards others?

Is your arch normal?

Have you ingrowing toe nails?

Have you corns and bunions?

The United States Army discovered that the efficiency of some of its soldiers was cut down 20% to 30% by wrongly shaped and poorly fitted shoes. Besides being unable to stand long hikes, the men who wore such shoes were irritable, quarrelsome, and insubordinate—all because their shoes gave their feet no rest—no room for expansion or relaxation.

(See bibliography, Shoes, page 388.)

Grade VIII

General review of the entire section on shoes.

CHAPTER X

Teeth

"Good teeth are a sign of good nutrition, and in the long run, an asset for good nutrition. Children should be educated to the importance of good teeth, the necessity of mastication and slow eating, as well as cleanliness."

—MARY S. ROSE.

"A satisfactory diet is essential for the development of a sound set of teeth."

—DR. E. V. MCCOLLUM.

"By giving a child knowledge of his teeth and by making their care attractive and interesting, we shall fix the habit of cleanliness in him."

—DR. H. W. FERGUSON.

Grade I

Story—"Old Grouchy Man Toothache," page 55.

Poem—"Sing a song of toothpaste," page 208.

Chore—I brushed my teeth thoroughly.

Why should we brush our teeth?

We look better and have sweeter breath.

Times to brush teeth: Before breakfast, after each meal, and before going to bed.

Doctor Milo Hellman, noted orthodontist, suggests as an aid to memory that the child make the rule to brush his teeth before taking off his shoes at night and before putting them on in the morning.

Toothbrush Drill. (See "Drills," page 313.) Repeat in all grades whenever it is thought necessary.

Make a clean teeth poster.

(See Posters, page 374.)

Sophronius Dirty Teeth.

Once there was a little boy whom the good fairies named Sophronius Dirty Teeth. That was not his true name but that was what they called him.

How do you suppose he got that name?

1. He hated to brush his teeth.
2. He brushed only the fronts, never touching the back or inside.

What happened?

1. His teeth were so dreadful that no one liked to see them.
2. His breath was very, very unpleasant.
3. One day he had a toothache.

Now Sophronius was really a very fine little boy and wanted to look nice, to have people like him and to like to be with him. But he did not know how unclean teeth hindered. One day after a tooth brush drill he said:

"I am going to brush my teeth inside, outside, up and down twice every day." Now the good fairies smile and call him "The Little Boy We Like."

Grade II

Story—"The Magic Pearls," page 53.

Tooth brush drill, page 314.

Teeth need good food as well as cleanliness to keep them healthy.

"It seems that one of the most important factors in producing teeth of poor quality which early become infected, depends on the practice which is now wide spread of deriving too large a portion of the diet from muscle meats, modern milling products of cereal grains and tubers."

—DR. E. V. McCOLLUM.

Emphasize the need of taking care of the six year molar.

(Ferguson—"A Child's Book of the Teeth," World Book Co.

"The Fate of the First Molar"—U. S. Public Health Service.)

Grade III

Story—"The Brushes' Quarrel," page 52.

"If I tell you a nice, easy way to keep your teeth from aching, just by taking a few minutes a day, will you try to do it?"

"How many of you have been ill this year? It is not any fun to be sick and have to stay in the house, when there is good skating or fine sliding.

"Suppose I tell you that dirty teeth often make people ill.

"You have two sets of teeth, the upper and lower. They are built so that they will grind the food into little pieces before you swallow it. When we chew our food, little pieces break off and stick between the teeth.

"If they are not brushed away they decompose and holes are apt to come

in the teeth. Where there are holes in the teeth, sometimes pieces of food stay for weeks. When these bits of food decay, every time you swallow, you take some decayed food into your stomach.

"When you have a toothache there is usually a hole in the tooth that aches, and if we can keep these holes out of our teeth we will not have toothaches.

"If you take two apples, one good one, and the other with a spot on it, and put them together for a few days, the good one spoils too. Your teeth are like the apples. When a hole gets started, it grows deeper and deeper until it reaches the nerve. Then the tooth aches.

"All of us want nice, strong, white teeth, and to be nice looking. That is another reason for keeping our teeth clean.

"Clean teeth help us to keep sickness away, toothache away, and to be nice looking. These are three fine reasons for brushing our teeth morning and night. Then we will have good teeth and good health."

—*The Modern Health Crusader of Vermont.*

The Six Year Molar.

(Ferguson—"A Child's Book of the Teeth," World Book Co.

U. S. Public Health Service—"The Fate of the First Molar.")

It is very important that parents and children should be interested in taking the best possible care of the six year molars.

1. Child's first permanent teeth to arrive.
2. Largest and most important teeth of the second set,

- a. Key to the arch of the mouth.
- b. Cause the other teeth to come in correct place.
3. Receive scant attention.
 - a. Arrive long before permanent teeth in front of the mouth make their appearance.
 - b. Lack of knowledge of their importance.
4. Decay more easily than the other teeth.
Food collects on their deep grooves, and if not removed, causes decay.
5. Effects of removal.
 - a. Not replaced by other teeth.
 - b. Main support of jaw is gone.
 - c. Natural lengthening out of jaw arrested.
6. Time of appearance.

At about the age of six years.

It is located behind the last baby molars in both upper and lower jaws.

Grade IV

"Of what avail is it to put pure food into a mouth filled with the decomposing debris of previous meals, of a mouth with diseased or broken down teeth?"

—DR. L. EMMETT HOLT.

(See bibliography—Cleanliness, page 386.)

Effects of decayed and abscessed teeth.

A. Primary effects:

1. Pain, resulting in loss of time and rest.
2. Harmful numbers of bac-

teria in mouth. (Decayed teeth are ideal culture beds.)

3. Extension of decay to sound teeth.
4. Improper and painful mastication.
5. Foul breath.
6. Decay and loss of temporary teeth resulting in undeveloped jaws and irregular arrangement of permanent teeth.
7. Infection of jaw bone.

Use these points for a lesson on the teeth.

Every child should have no unfilled cavities in teeth, clean teeth showing evidence of daily care, and healthy gums.

B. Secondary effects:

1. Condition of poor nutrition and lowered resistance to disease.
2. Systemic infection, heart, kidneys, joints, practically any organ or tissue.
3. Infection and swelling of glands.
4. Disturbance of eye function and digestive function.
5. Headache and earache.
6. Underdevelopment of brain caused by faulty mastication.
7. Irritability, nervous disorders.
8. Retardation — physical disturbance producing mental inefficiency.

—DR. A. C. FONES.

"If I can teach the colored man the gospel of the toothbrush, I feel I can make a man of him."

—BOOKER T. WASHINGTON.

During the night there is a certain accumulation of mucus on all the tooth surfaces. Bacterial action on this makes it an undesirable element to mix with the food and take into the stomach the next morning. Brush the teeth thoroughly before breakfast.

—DR. JOHN OPPIE MCCALL.

On arising thoroughly brush teeth, gums and tongue. Then rinse the mouth and drink one or two glasses of water.

Grade V

We must deduce from our analysis of school hygiene that the most conspicuous defect of the child is the unsanitary condition of his mouth.

1. Like a pig pen or garbage drain, slowly seeping its poison into the brook, which, flowing into the reservoir, contaminates the water supply to a city, so do the products of abscessed and decayed teeth with decomposing food slowly but surely poison the human system.

2. Such mouths and teeth breed disease.

3. Children with defective teeth cough and sneeze millions of germs made virulent and active in an ideal feeding ground.

4. The teeth as a crushing and masticating machine are frequently ruined by the time the child has reached twelve or fourteen years of age.

5. It is true that they can limp through life with this dreadful handicap, the same as an automobile can climb a steep hill on three cylinders, but you can rest assured that the child with a wrecked mouth at fourteen is traveling on his second speed until

he reaches thirty-five. From this he drops into his low gear to finish the journey in a slow and uncertain state.

6. It is true that many have lived to a ripe old age with unclean mouths and wrecked teeth, not on account of such conditions, but in spite of them.

—DR. A. C. FONES.

"The importance of furnishing something hard to chew on from early infancy is very great. Toast serves this purpose admirably during the first two years. After that time apples, crackers, hard bread, raw cabbage chopped as fine as possible with a meat chopper, cooked vegetables, lettuce and celery serve to develop the teeth. Children must be watched to see that they do not swallow the food without chewing. Too many children are allowed to grow up on soft foods. When we chew fibrous foods we exert a pressure of one hundred to two hundred and fifty pounds pressure on the teeth and this insures a good circulation in the inner part and is a most important factor in developing the teeth and jaws."

—DR. E. V. MCCOLLUM.

"Inasmuch as the protective covering of the teeth is fully completed at the time of eruption, too much stress cannot be laid upon the building of these tissues or upon the diet of children to the twelfth or thirteenth year.

—DR. C. E. TURNER.

Why children should have clean teeth.

1. Protect against disease.
2. Benefit the health.
3. Increase pride in personal appearance.
4. Children learn more easily.
 - a. Nervousness caused by an aching tooth prevents concentration.
 - b. Indigestion caused by swallowing the poison of diseased teeth and germs hinders good brain work.

"A knowledge of all the truths of dental prophylaxis is of no avail where there is no toothbrush action."

Main object of brushing the teeth:

1. To remove particles of food.
2. To destroy any germs living in these particles. A mouth warm and moist makes germ growth easy.
3. To make brushing become as regular a habit as putting on clothes.

"Brushing the teeth, gums and tongue, rinsing the mouth thoroughly *before* breakfast prevent many bacteria which might be present from entering the stomach."

—DR. H. Y. BLACK

"The coating that comes on the tongue when the digestion is disordered is a growth of bacteria. At all times there are many bacteria growing on the tongue, gums and inside of the mouth."

—RITCHIE, *Primer of Physiology*.

Remember that the chief business of the teeth is to crush and grind food. This must be well done and not loaded with bacteria from decayed teeth, or the first work of digestion is incomplete.

Teeth need exercise. Chew hard foods but keep in mind they are not strong enough to crack nuts nor break ice without injuring the enamel.

Make a clean teeth booklet.

(See Booklets, page 375.)

In it place:

Clean teeth quotations.

Why we should have clean teeth.

Other items of interest.

Magazine clippings and pictures.

Make a clean teeth poster.

Lime water.

(See Tooth brush drill, page 314.)

Record the different steps of the lesson in the teeth notebook.

Use for silent reading material.

Grade VI

Why teeth decay.

"Dental decay is caused by the action of bacteria or germs which inhabit the mouth. These germs acting in the presence of food debris and certain elements in the saliva result in the formation of an acid which attacks the enamel covering the exposed parts of a tooth and afterwards the underlying softer parts become rapidly destroyed."

—DR. A. C. FONES.

Make a clean teeth poster or notebook.

(See Posters, page 374, and Booklets, page 375.)

Grade VII

Why teeth decay.

1. Lack of daily mouth toilet.
2. Faulty diet. (Both of mother during pregnancy and of the child.)
3. Neglect of dental attention. Due to carelessness and lack of funds.
4. Lack of dental facilities. Often common in rural communities.

Tooth brush drill, page 314.

Explain the points to the children.

Give the drill if your observation finds it necessary.

"That decayed teeth are very strong predisposing causes to the 'catching' of measles, scarlet fever, pneumonia, mumps or other children's diseases is strongly urged by the U. S. Public Health Service, which cites very considerable reduction in those diseases in cities where dental clinics have been established in the schools. At Bridgeport, Conn., for instance, diphtheria has been lessened 8 per cent. At an orphanage in Boston these diseases, which had annually afflicted about one-third of the 325 inmates, practically disappeared after eight months dental work. The absorption of pus from rotting teeth had weakened the children and made them easy victims to communicable disease. The cleaning of the mouth condition increased the power to resist disease.

—*New York State Department of Health.*

When a child should be referred to a dentist.

1. Even in cases where good mouth hygiene is maintained and no decaying teeth are evident, every child should be taken to the dentist at least once a year, and better, every six months. This should be followed so that irregularities can be corrected and decay detected at an early time.

2. Children with misshaped mouths and protruding upper teeth usually can have such defects corrected.

3. One writer says: "When a deciduous or baby tooth goes prematurely, the result is often shown in a malformed jaw and imperfect second teeth. That is bad enough, but when a permanent tooth is lost, its owner has parted forever with a good sized block of his vital securities."

4. A decaying tooth is not only in danger of being lost, but it is a menace to all other teeth in the mouth and to the general health as well.

In making your examination, if you discover even one decaying tooth, you are wholly justified in referring the child to a dentist. The following questions will guide you:

1. Are the teeth clean?
2. Are they sound?
3. Are the six-year molars in good condition?
4. Are the teeth regular?
5. Does the child own and use a toothbrush daily?
6. Has he been to a dentist during the last year?
7. Are the gums healthy looking?
8. Have decayed teeth been filled?

Grade VIII

Rules to remember in the care of the teeth.

1. Brush four times a day, before breakfast and after each meal.

The teeth must be clean and free from food before going to bed as most of the decay takes place while sleeping.

2. Brush two minutes by the clock each time.

The one minute sand glasses used to time the boiling of eggs are useful in timing the brushing of the teeth. It takes two minutes of brushing to properly stimulate the gums and thoroughly cleanse the teeth. Be sure to brush the gums.

3. Do not use pressure with the brush. A fast, light stroke is best. A brush should never be worn out by having its bristles flattened and spread out.

4. Never allow any one to use your brush. Disease germs may be easily carried from one mouth to another, readily causing sickness.

5. Candies, sugar, crackers, cake, pastries, bread, will all cause teeth to decay if allowed to remain on their surfaces.

Regular dental inspection.

"The toothbrush is certainly one of our best friends, but even the regular use of the toothbrush cannot be expected to defend the teeth completely from our microbe foes. Every now and then decay begins on a small scale, even in well-cared-for mouths. It is important that the teeth should be regularly examined by a dentist in order to detect this decay and treat it before it has gone too far.

If the teeth are examined three or four times a year, they can be kept sound easily and with no pain. The dentist can also straighten teeth that are crooked, which often greatly improves the health and looks. Early and frequent dental care before teeth decay will spare many painful hours afterward. It is for this reason that most schools provide for the systematic examination of the teeth of the children. And there are few things that the school doctor and school nurse do which are more important than this."

—DR. ARTHUR C. FONES.

How to use your dentist.

The modern dentist would prefer, like the Chinese doctor, to be paid for keeping his patients well. No one needs to dread the dentist's chair if he willingly makes up his mind to visit the dentist regularly. If your dentist sees you often enough he can:

1. Fill the cavities while they are small, before the tooth is badly injured.
2. Clean your teeth thoroughly.
3. Thoroughly remove tartar deposits.
4. Advise you concerning the use of the toothbrush, dentifrice, dental floss and other measures which keep your mouth in condition to resist tooth decay.

This is far cheaper than to wait until decay has gone so far that when an aching tooth finally forces you to go to the dentist, he is obliged to perform a long, difficult and often painful operation, for which he must charge accordingly.

Twice-a-year visits to the dentist are very advisable. Many people wisely make a practice of going more often and having the dentist give their teeth a thorough cleaning.

People who are in the habit of having a dentist clean and examine

the teeth every four or six months have the additional advantage of overcoming all the fear of a dentist's chair. They realize that "if we take pains with our teeth, pains will not take us."

The wisdom teeth are so far back in the mouth that they are very hard to keep clean. This is one reason they decay so easily. They are well worth caring for. If the second molar has been unfortunately lost by decay the wisdom tooth takes its place and does good work for years. —H. W. FERGUSON, "*Child's Book of Teeth*," *World Book Company*.

The X-ray.

1. Value.

To learn the healthful or diseased condition of the tooth.

2. Infection likely to be present in teeth with ill fitting gold crowns or caps and large fillings.

3. Diseases caused by infected teeth.

Infection of the cavities of head and face, rheumatism, neuritis, heart disease, kidney trouble, diabetes anemia, ulcer of the stomach, brain abscess.

It is always advisable to plan a class excursion to a dentist's office. (See Excursions, page 375.)

A little money spent occasionally to have the teeth cleaned, or throat inspected, is cheaper than to lay off from work and pay doctor's bills for rheumatism or stomach trouble or appendicitis, or other serious troubles that come from tooth and mouth infection.

CHAPTER XI

Nutrition

"The problem of nutrition is older than the human race. It began when life began upon this planet. The survival of a species of plants and later of animals was conditioned upon their finding proper food and a favorable environment.

"Not only the physical development of man but the fate of nations has been in the past in no small degree dependent upon their ability to solve the food question."

—DR. L EMMETT HOLT.

Nutrition involves, besides correct diet,

1. The formation and practice of habits essential to health.
2. The acquisition of knowledge necessary to health.
3. The development of right attitudes and ideals with regard to health, both physical and mental.

Food cannot make a "six footer"

from a "five footer" parentage nor the reverse, but it can make each one healthy and developed to the highest degree.

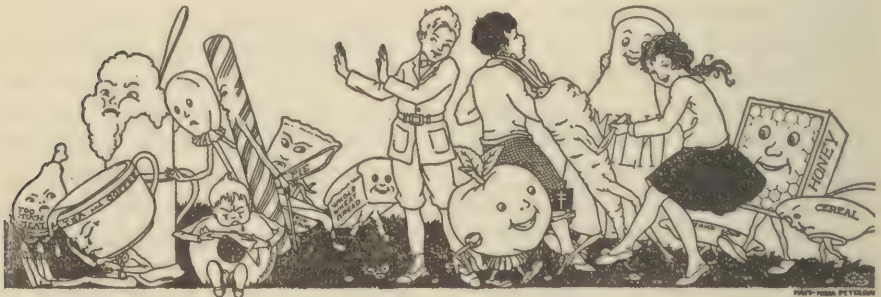
Milk

"Milk is the one indispensable food for children. The diet during growth should include if possible whole milk, but if skimmed milk is used, it should be supplemented by butter. Of the butter substitutes, those which contain beef fat, mutton fat and peanut oil are better than those in which other vegetable oils or lard are important constituents."

—DR. L. EMMETT HOLT.

Milk contains:

1. Lime and phosphorous, which build body skeleton.
2. Fat and sugar, which create heat and energy.
3. Protein, which gives strength.



4. Vitamines, which are essential for normal growth and maintenance of health.
5. Water, which cleanses and cools.

Milk should be eaten—that is, sipped slowly, not swallowed in great mouthfuls.

Milk is a valuable food; for it contains the essential food elements, is quickly utilized in the body, digests easily, and absorbs readily.

Many adults would be benefited by the use of more milk and less meat.

(See bibliography Milk, page 393.)

Cream that has soured to an even thickness can be eaten with great relish as a spread for bread and butter. All the nourishing qualities are retained while the slight acid adds to digestibility.

Grade I

Why is milk a good food for little girls and boys? Do you drink milk? How much? How much should you drink every day?

Milk is a good food, not a beverage.

The National Dairy Council, Chicago, issues a booklet "The Magic of Milk." It contains fine recipes which could be used to increase a child's desire for milk.

(See bibliography, Milk, page 393, and Poems and quotations on Milk, page 221.)

Story: "The Wee, Wee Man," page 127.

Grade II

Milk and its products, butter, cream and cheese, are the most nourishing of all foods—for people of all ages.

For the proper growth and development of the child it is very essential that a liberal supply of milk and its products be consumed. The growing child must have food which builds muscle and bone, and which furnishes energy for every-day activities.

Milk is the only food which fully supplies these needs. Milk is a perfect food. There is no substitute for milk, while it is a substitute for all other foods.

Milk is not only an infant food but it is one which should be in the diet of every adult. It promotes health and furnishes nourishment as does no other food. The Milk way is the Health way.

Milk is a food, the value of which can not be estimated in terms of dollars and cents.—*National Dairy Council.*

Bring pictures for a milk poster.

(See Posters, page 374.)

Chore—I tried to eat slowly, and only wholesome food including milk, vegetables and fruit. I went to the toilet at my regular time.

"Fruits and vegetables are very necessary to the child's diet but they must be supplemented with plenty of milk and butter to insure getting all the food elements."

—DR. HARVEY WILEY.

Grade III

Story: "The Milk Fairies," page 125.

1. Why we should drink milk slowly.
 - a. Tastes better.
 - b. Stomach can digest it more easily.
2. Why milk is the best food.
 - a. Tastes good.
 - b. Is easily digested.
 - c. Is very nourishing.
 - d. Contains plenty of lime easily changed into teeth and bone.
 - e. Makes muscle and blood.
 - f. Is inexpensive in comparison with other foods of equal nutritive value.

"Milk should be the first food to be bought and the last to be given up. It is the best food for every member of the family and should be thought of in terms of health.

"Every one should have not less than two cups a day. It may be taken in soups, cream sauce, escalloped or creamed vegetables, custards and ice cream."

—*Massachusetts State Board of Health.*

Grade IV

Review the work of the previous grades.

Story: "Eben's Cows," page 121.

Grade V

Excursion to a dairy or milk depot. (See Excursions," page 375.)

Points to note.

Cleanliness of employees, building, utensils, receptacles, and methods of handling.

What relation has the dairy or milk depot to health?

Grade VI

Broadly speaking, among the various human diseases that may be transmitted by infected milk, tuberculosis occupies a unique position. This is due to the fact that in all the other important milk-borne diseases the infective agency is human, and comes into play after the milk has been drawn from the cow. In the transmission of tuberculosis it is possible that subsequent accidental infection of milk and milk products, due to human tubercle bacilli, may occur, but the great source of the danger as regards tuberculosis transmission through milk is the cow herself!

—*From report of the Special Milk Board, Mass. State Dept. of Health.*

Essentials in clean milk production.

Aim: To create an interest in the sanitary handling of milk.

1. Barn.
 - a. Clean.
 - b. Free from manure.
 - c. Free from flies.
2. Milker.
 - a. Hands washed before milking.
 - b. Clean finger nails.
 - c. Milking suit worn.
3. Cow.
 - a. Tuberculin tested.
 - b. Clean.
 - c. Brushed before milking.
 - d. Given fresh, clean, pure water.
 - e. Fed scientifically.
4. Milk pail.
 - a. Covered to prevent dust from entering pail.

- b. Scrubbed and sunned before using.
5. Milk.
 - a. Pure.
 - b. Pasteurized or certified.
 - c. Fresh.
 - d. Clean.
 - e. Cool.

Pasteurize milk in the school if there are facilities provided to do this.

Directions: Put milk into clean bottles, corked loosely to prevent contamination. The bottles should then be placed in a vessel containing cold water which should gradually be brought to 148 degrees Fahrenheit and held at that temperature for one half hour. (Thermometers for testing the water can be purchased at any drug store.)

After the milk is heated it should suddenly be chilled and kept cold. This is a very essential part of the process of pasteurization. Corks should be tightened as soon as milk is removed from the fire. Do not open until ready to use. If contents of the bottle are not all used, cover with a clean drinking glass and return to the ice box immediately.

—*Course in Hygiene, Ohio State Dept. of Education.*

The ideal milk is that which comes from a clean healthy herd and is clean when it reaches the consumer. Milk must not be considered clean unless it is produced under all the conditions prescribed for "certified milk." Until this is possible, the next best things is to have the milk pasteurized.¹

¹ Park and Williams found by actual experiment on nearly 100 children that of the 41 infants fed on pasteurized milk 31 (75%) were well all the time, 10 (25%) were ill of diarrhea, the average weekly gain was 4 oz. and 1 died. Of the 51 that were fed on raw milk, 17 (33%) were well all the time, 33

"Milk is probably the most necessary food for children. It is necessary however to take extraordinary pains to keep it clean."

—CHARLES M. DEFORD.

Grade VII

"The contamination of the milk after delivery at the home is perhaps our most common present source of danger. No matter how pure and clean the supply, dirt added there renders the article just as deleterious as dirt added at any point previously, allowing only for the length of time between pollution and use and its proportionate bacterial growth. The mother who lets milk stand in a dirty pitcher in the sun for an hour or two, then pours it into a stale pan and puts it, uncovered, into a half-cooled refrigerator full of stale articles of food, and who goes through the long list of dirty methods of getting it into a baby's uncleaned mouth, is just as crassly ignorant or as criminally careless as the unhealthy producer who milks unhealthy and uncleaned cows in a dirty stable into dirty utensils, and the results to the infant are just as fatal."

—*From the Report of the Special Milk Board, Massachusetts State Department of Health.*

Milk is a good carrier of disease. A few years ago in Denver about thirty children developed scarlet fever at one time. It was discovered that all thirty of them were drinking

(64%) were ill of diarrhea, the average weekly gain was 3.5 oz., and 2 died.

Thirteen of the children using raw milk were transferred to pasteurized because of serious illness. This makes the figures more markedly in favor of the pasteurized.

milk taken from a certain dairy.

Investigation was made and it was found that the man employed to handle the milk at the dairy had been sick with the fever. His carelessness in working while he was ill, or before he was entirely recovered, cost the lives of several children.

Some cities have inspection of dairies in addition to state inspection. Only healthy people must handle milk and all utensils must be clean and sterilized. What do we mean by sterilized? How may you sterilize a bottle or pail at home?

—*State Department of Public Instruction, Iowa.*

Plan an excursion to a water plant or a dairy.

(Read Excursions, page 375.)

Grade VIII. Review the entire subject of Milk.

Vegetables

Vegetables are an important but often a neglected part of a child's diet. They supply iron, lime and other mineral matter having blood enriching and bone building qualities. They should be served at least once a day as they tend to prevent constipation. To accustom the child to unfamiliar vegetables they may be used for flavoring broths and stews. White potatoes are used every day, but should not be given in excess. Some children like potatoes so well that they eat a whole plateful, and leave other needed food. Potatoes should be thoroughly cooked by baking or boiling.

Of the green vegetables the best are spinach, asparagus tips, peas, string beans, young lima beans well

mashed, stewed carrots, young beets, celery and squash. Baked sweet potato, cauliflower, and boiled onions may be given in moderate amounts after the sixth year. The young and tender parts of lettuce and celery are allowable; they should be slightly salted and the celery cut into fine bits. A satisfactory way of serving these is in sandwiches, the bread and vegetable being chewed together.

All vegetables, whether served raw or cooked, should be washed with much care, potatoes, carrots and parsnips being scrubbed with a brush. Greens should be washed leaf by leaf in running water whenever possible.

Cooking Vegetables.

"Most vegetables should be either steamed, baked, boiled or stewed. Green vegetables should be cooked until tender. Spinach needs to be cooked twenty to thirty minutes, preferably steamed, as it loses much less of its valuable qualities than when boiled. It is almost impossible to cook vegetables too much for children.

"Simple methods of preparing vegetables are preferable. For the smallest children vegetables like greens should be finely chopped, and if the skins of green peas or lima beans are found to disagree, they can be put through a sieve."

—DR. FRANCIS H. MACCARTHY, *"The Child from Two to Seven," Macmillan Company.*

It is wise to use the water in which the vegetables have been boiled. A large part of valuable mineral salts is extracted during the cooking and should not be thrown away. Boiled

down, the vegetable water makes an excellent stock for soups and meat sauces.

The importance of leafy vegetables as supplements to the cereals, peas, beans, tubers and edible roots is so great that one of them should enter into the diet every day in some form.

"The most important of the leafy vegetables which have sufficiently mild flavors to make them suitable for consumption by man are spinach, lettuce, cabbage, chard, cauliflower, Brussels sprouts, turnip and beet tops, dandelion, water cress and a few others.

"Special virtues of leafy vegetables.

1. Desirable composition of their mineral content. Especially rich in iron.
2. Richness in vitamine value.

"One of the most important lessons which has been taught in scientific nutrition studies is the need for developing a liking for and a great increase in the consumption of this class of vegetables in the American family. Every conscientious mother should see to it that her children learn to like them in early childhood and that they find a regular place in the diet as children grow up."

—E. V. McCOLLUM.

Vegetables should be used with milk, butter and eggs to form a well-balanced diet.

(See bibliography, Vegetables, page 393; Stories, page 129.)

(For delightful personifications of vegetables, see "Mother Earth's Children," Voland and Co., and "Jack O'Health and Peg O'Joy," Chas. Scribner's Sons.)

The Potato.

"Potatoes are good vehicles for

the consumption of milk, cream and butter."

—E. V. McCOLLUM.

Of the potato, Virginia colonists said: "Being boiled they are very good meat."

The best way to serve potatoes is baked, or boiled with the skins on. Why?

Qualities housekeepers prefer.

1. Nearly same size as possible. Why? 8 ounces to one-half pound favorite.
2. Shallow eyes. No waste in peeling.
3. White skins, oblong shape.

Potatoes are more than $\frac{3}{4}$ water, other $\frac{1}{4}$ chiefly starch. Heat expands, water bursts open the starch cells and breaks the little grains of starch. This is why they are mealy when cooked. If the water is not drained it soaks into the starch and the potato is heavy and wet.

Go make thy garden as fair as thou
canst
Thou workest never alone.
Perchance he whose plot is next to thine
Will see it and mend his own.

—MRS. ANDREW CHARLES.

Gardens.

(Send for Farmer's Bulletin No. 94, The Vegetable Garden, Department of Agriculture, Washington, D. C.)

1. The Value of Gardens.

To furnish green vegetables from early spring to late fall.

To afford much fresher, more appetizing, more wholesome and less expensive vegetables than those procured in market or cans.

2. What is to be planted? How much space should be given to each vegetable?

What size and shape should the beds be?

3. Fertilizers.

Make a garden notebook or chart.

Use the pictures from seed catalogues for illustrations.

The weeds must be destroyed that the vegetables may grow.

Are bad health habits like weeds? Why?

Fruit

"The use of fruits is of greatest importance. They contain a very large proportion of water, but their chief food value lies in the sugar, acids and salts that they contain."

—LOUISE E. HOGAN, "*Diet for Children*," *The Bobbs-Merrill Company*.

What fruits are good for 2nd grade and other grade children to eat?

<i>Fresh</i>	<i>Cooked</i>
Orange	Baked apple
Apple	Stewed prunes
Peach	
Pear	
Plum	

Orange juice and grape juice are also good for children.

Why is fruit a good food?

1. Contains natural sugar.
2. Is composed of a great amount of water.
3. Is pleasant to the taste.
4. Helps regular bowel movement.

Fruit is a fine dessert at the mid-day meal after the hearty food is taken.

Bring fruit pictures for a fruit notebook.

(See Booklets, page 375.)

(For the first grade see "The Apple Tree Story," page 112.)

The Apple—King of Fruits.

Aim: To teach its value as a food.

To correlate nature study and health.

"The apple is the commonest, yet the most varied and beautiful of fruits. The apple is a rose when it blooms, a rose when it ripens. It pleases every sense to which it can be addressed, the touch, the smell, the sight, the taste and when it falls in the still October days, it pleases the ear."

—JOHN BURROUGHS.

1. Found in almost every country that has a temperate climate.
2. No other succeeds so well over so wide a range of the earth's surface.
3. None brings so sure a return for time and money spent on production.
4. Only fruit of temperate climates that can be obtained all the year round.
 - a. Modern methods of storage.
 - b. Quick transportation.
5. Effect upon health.
 - a. Mild and pleasant acid, remedy for constipation, raw or cooked.
 - b. The apple according to scientists contains a larger per cent of phosphorus than does any other fruit or vegetable.
 - c. Fine for renewing essential nervous matter of the brain and spinal cord.

"What a noble fruit is the apple."

The world esteems it. All nations demand it. The Orient is its original home but the sun now fathers it everywhere all the year."

The Peach.

In this lesson correlate geography and health.

"Secular history does not go back to the time of the first planting of the peach and idle fancy cannot advance to the time when man shall neglect its cultivation."

It was brought ages ago from Persia into Europe; its first home is supposed to be China. From Europe it was brought to America. There are nearly 300 varieties.

Oranges.

1. Rich in vitamine value.
2. Fine protection against scurvy.
(Rhubarb also is good for scurvy.)

If there were no ships some countries would never see oranges. They are grown in Spain, Portugal, Syria, and Italy. Little huts are built over the orange trees in winter to protect them from the cold. California and Florida grow the largest crops.

The orange grew in India. China also grows the orange. The tangerine comes from the Chinese orange. The Mandarin blood orange comes from Malta.

Lemons.

1. Rich in vitamine value.
2. Fine protection against scurvy.

The juice is a valuable aid to digestion. Their first home was in countries around the Mediterranean Sea. They were cultivated in East and West Indies, California and Florida.

Authorities recommend cooked tomato juice as a substitute for orange and lemon juice when these fruits are unusually high priced.

Grapes.

1. Healthy action upon stomach and bowels.
2. Grape juice, highly nutritious and easily digested.

Grapes grow over almost all the world.

Raisins.

1. Healthy action upon stomach and bowels.
2. Highly nutritious and easily digested.

Raisins grow over almost all the world.

Make a screened closet for the top of the refrigerator.

(See Projects, page 228.)

"Fruits contain substances that invite the ready flow of the digestive juices. When they are thoroughly masticated and reach the stomach a large proportion of their nourishing ingredients is at once dissolved and thus passes directly into the circulation without burdening the digestive organs."

—DR. HARVEY WILEY.

"Fruit sugar is the main source of animal heat and energy. It lessens or delays fatigue. Water in the fruit is in a pure state distilled in nature's laboratory and is of great value in dissolving and removing the impurities of the body. The acids in the fruit promote the normal action of the digestive organs and are valuable in aiding elimination."

—LUTHER H. GULICK.

The Fig.

1. Healthy action upon stomach and bowels.
2. Highly nutritious and easily digested.

In India it is the food of the poor. Its juices are used for a drink, and also as a cloth dye. Its leaves are used to polish ivory, and its bark, to make cord.

The Pear.

United States and France produce most of this fruit. The north eastern states from New England to the Great Lakes, Colorado, and parts of Oregon and Washington, are the pear-raising sections of the United States.

Prunes.

- Valuable in the dietary list.
- Relieve or prevent constipation.
- Rich in sugar.
- Very nutritious.

Æsthetic Value of Fruit:

"Of all foods formed by the Creator, none, in symmetry of contour and beauty of coloring, surpass the fruits. Fruit constitutes the flora of the ripening field and sits the queen of sideboard and centerpiece. Its delicate aroma delights the sense of smell, and its delicious flavor the sense of taste. It appeals to all the senses. And this is the reason that it is unequalled as an appetizer. It stimulates the feeble digestive organs of the aged, and is craved by children and youth. It delights the sick and well alike. Birds and babies, flowers and fruits are God's masterpieces of beauty, and fruit is masterpiece of food."

—DR. P. A. BOURDEAU-SISCO.

Selection of fruit as to cost, quantity, quality, and whether or not it is in season. Is it economy to buy fresh fruits out of season?

When is the best time to buy fruits for canning and preserving?

(See bibliography, Fruit, page 393.)

Water

Individual drinking cups.

Stress that these cups should be washed and boiled frequently and used only by one person.

Times to drink water.

1. Before breakfast.
2. Before each meal.
3. When we are thirsty.

(See bibliography, Water, page 394.)

"A child needs two quarts of liquid a day, and therefore should drink plenty of water, which may be cooled but never iced. This may be taken before and after meals and during the meal provided there is no food in the mouth at the time."

—DR. W. R. P. EMERSON.

Part of this two quarts of liquid is found in the daily food.

Water is beneficial:

1. Improves digestion.
2. Gives stomach and intestines much needed wash out.
3. Helps keep blood and tissues in good condition.
4. Nature's great solvent.

"The drinking of water immediately before a meal is a good practice. It will cause the appearance of digestive fluid in the stomach. When the food reaches the stomach it is more rapidly digested. The

drinking of a glass of water before breakfast is especially to be commended."

—DR. PHILIP B. HAWK.

"Insurance tables show an average of five years longer life to those who drink plenty of water.

"How many people have any regular habit of drinking water, or give any attention to the matter.

"Yet drinking water is a habit, and people vary greatly in the quantity of water taken into the system each day. There are those who boast that they drink practically no water.

"Although the human body is the most complicated piece of machinery we know, most of us take it as a boy takes the first automobile, to run as long as the wheels go round.

"It is only the owner of the second car who really pays attention to oiling. We get no second body. Fortunately, the body we have is better fitted for hard usage than an automobile. But even at that it will wear out before its time.

"If we would all pay attention to the water we drink and to the quantity we drink this would be a much more robust world, a healthier, and happier world."

—*The Des Moines Evening Tribune*.

Discuss:

1. Individual drinking vessels.
2. Clean containers.
3. Public drinking fountains.

Tschaikowsky, the Russian composer, carelessly drank a glass of unboiled water when a cholera epidemic

was raging in Moscow and died of the disease.

4. Healthful effects on human body, both outside and inside.
5. Need for daily cleansing, both outside and inside.

Water supply.

Aim: To arouse an interest in the importance of a healthful water supply.

1. Source of local supply.
 - a. Healthful. How is the supply protected?
 - b. Unhealthful. Dangers of contamination. Is it protected from the contents of sewers, drains, swimming pools, outdoor toilets, stables?
2. Compare with other sources of supply, such as rivers, springs, lakes, wells, and cisterns. Causes which might make them unhealthful.
(See bibliography, Water, page 394.)
3. Good water should be:
 - a. Free from germs of infectious disease.
 - b. Free from poisonous metals, especially lead.
 - c. Of suitable temperature.
 - d. Low in color.
 - e. Clear.
 - f. Odorless.
 - g. Not too hard.
 - h. Practically free from iron.

—DR. C. E. TURNER.

Chore—I drank four glasses of water and no tea, coffee, nor any harmful drinks. I did not wash my food down.

Use this chore for the basis of a talk on water.

4. Some diseases carried by impure water.
 - a. Typhoid Fever.
 - b. Dysentery.
 - c. Asiatic Cholera.

"The proper way to judge of unsanitary conditions is not by the healthy survivors but by the dead and fallen, by the illnesses and deaths of the rest of the community."

—JEAN BROADHURST.

5. Purification of the water supply.
 - a. Natural agents: oxygen and sunlight.
 - b. Sedimentation and storage. Water for city use is often held for weeks and even months in large reservoirs. The bacteria settle, leaving the upper water in the reservoir pure. Boston has a 30 day and New York a 35 day storage.
 - c. Filtration.
 - d. Purification by boiling.
 - e. Purification by chemicals.

Visit the water plant in your city or town.

Inspect the wells in the rural community.

Is the source of their water supply pure?

Bodily need for water.

1. When to drink. Drink water freely between meals. When taken during the meals guard against washing down of unchewed particles of food. One or two glasses

taken a half hour before breakfast, before lunch and before dinner, flushes system and acts as a laxative.

2. Water is absolutely necessary to the body.
 - a. About 70% body weight is water.
 - b. Enters chemical composition of cells.
 - c. Keeps cell surfaces moist. (Exposed membrane of mouth, nasal cavity, and deeper tissues.)
 - d. Makes possible pliability and elasticity of muscles and tendons.
 - e. Solvent for foods and gases.
 - f. Medium for distributing body heat through blood and lymph.
 - g. Helps maintain normal body temperature by its excretion through lungs, kidneys and skin.

Coffee and Tea

"Mothers do not realize that a large group of 'no appetite' cases are caused by the effects of drugs. The most serious of these are caffeine and thein, which are found in coffee and tea. A third of a cup of tea contains about one grain of the drug—as much as is given for an average dose to a child for medical purposes. In large groups of malnourished children it is found that about eighty-five per cent use tea or coffee or both, one or more times a day."

—DR. W. R. P. EMERSON.

Read story—"The Boy and His Pets," page 111.

<i>Real foods</i>	<i>Make-believe foods</i>	ing the growing period of youth."
Milk.	Coffee.	—DR. HOYT DEARHOLT.
Bread.	Tea.	
Butter.		
Cooked cereals.		
Vegetables.		

A glass of warm milk makes you:

Warm.
 Feel rested.
 Gives you strength.
 Helps you grow.
 Helps to bring your weight to right number of pounds.
 Helps to make your complexion clear and pink.

Coffee and tea:

Give you no strength.
 Tend to keep your weight down.
 Tend to make you feel tired after they have been drunk a short time.
 Tend to give you a brown, muddy complexion.
 Tend to make you cross and fidgety.
 Tend to keep you awake and to make you nervous.

Neither coffee nor tea contain the nutriment a child needs. As stimulants, through drug action, they may however falsely seem to serve as a nourishing meal.

"Without the seeds of the disease there would be no tuberculosis. But like thistles and other noxious seeds which grow most readily on worn out and badly cultivated fields, the seeds of tuberculosis catch a foothold most easily and thrive best in worn-out and improperly nourished bodies. It is for this reason the Anti-Tuberculosis Association takes firm stand against tea and coffee drinking dur-

Coffee and tea for children.

1. Affect the brain and nerves, causing sleeplessness and nervousness.
2. Cause indigestion and harm the body in other ways.
3. Keep children from growing big and strong.
4. Make the complexion sallow.

A good complexion is a social obligation. It is a joy to look upon, though the face be plain. It suggests health, sweetness, soundness and is an asset in the struggle for existence.

"There has been much discussion as to the effects of the use of tea and coffee over a long period, but little that is definite can be said concerning them. In children they certainly contribute to instability of the nervous system and their use during the growing period is universally condemned."

—E. V. McCOLLUM.

(See bibliography, Tea and coffee, page 394.)

Tea and coffee take away the appetite for things that make children grow. Tea and coffee may satisfy the longing but they do not provide any of the things which the body must have in order to grow strong and healthy.

Chore—I used no tea, coffee, nor any harmful drink; no tobacco in any form, nor any injurious drug.

Cereals

"The influence of diet upon the human mind and body can hardly be too strongly emphasized. Your blood and every minute cell of which the body is composed are made from the food you eat. Even the human brain, that Marvelous Mystery, is composed entirely of the food we eat."

—CHAS. H. WESTFIELD.

Cereals are edible grains. They are named after Ceres, the Roman goddess of Agriculture. Sometimes they are called corn plants; sometimes bread plants.

Why cereals are valuable as food:

1. Contain protein,—building material.
2. Rich in fat,—fuel food.

Purpose of cooking cereals:

1. All starchy foods should be cooked long enough to be put in a condition to be easily acted upon by digestive juices.
2. The purpose of preparing them is to secure the bursting of the granules and the liberation of the starch by the highest temperature it is possible to reach in order that it may be made easily digestible.
3. An extremely high and prolonged temperature is required for this change without which cereals are not nutritious.

—LOUISE HOGAN.

Use of left over cereal:

1. Mush baked or steamed, not fried.

2. Puddings.

3. Serve in soup for hot lunches.

It would be a most interesting experiment to cook and serve a cereal at school, explaining to the children why it is a valuable food.

"Food is one of the most important necessities of life and the health of the world is in the hands of those who feed it."

Interesting exhibits of grain may be procured free of charge.

(See Exhibits, page 394.)

Send for these and use in class room work.

"The conquering eagles of Rome were carried over practically all the known world by soldiers who subsisted chiefly on grain."

—RITCHIE.

Remember a child has a normal spontaneous interest in food. By this interest he can be led to other health activities.

Make a cereal notebook or a cereal health poster.

Emphasize the value of cooked cereals.

(See Posters, page 374.)

Story—"The Great Gift," page 129.)

Use the story "The Great Gift" for a lesson on the value of vegetables.

Rice.

Originated from wild rice plant in India, and is also a native of tropical Australia.

Has been cultivated from time immemorial in tropical countries.

Ceremonial ordinance established in China (look in Encyclopedia for further information) by the

Emperor 2800 years before Christ.

Imperial ruler sows rice himself. Seeds of four other kinds sown by princes of his family.

Not mentioned in the Bible, but its culture referred to in the Talmud (book of Jewish civil and religious law).

No trace in Ancient Egypt, Greece, Rome or Persia.

Proof of its culture in Euphrates Valley and in Syria 400 B. C.

First cultivated in Italy in Pisa 1468.

Introduced into United States at middle or close of 17th century.

From the Carolinas and Georgia its cultivation spread to other states.

Now an important product of Louisiana and Texas.

One of the principal articles of diet in all tropical and sub-tropical countries.

One of the most prolific of all crops, chiefly starchy, and should be combined with fatty or nitrogenous substances like cream, butter, raisins, or gravy, to satisfy.

Barley.

Most hardy of all cereal grains. Limit of cultivation farther north and farther south than any other grain. Earliest food of mankind found in deposits belonging to stone age.

Ears of barley frequently represented in hair of goddess Ceres, also figured among ancient grains.

Cultivation of barley in ancient Egypt indicated in *Exodus ix, 31*.

Until recent years barley cakes important food in northern countries.

Wheat.

Read the Story of Wheat, page 109.

"This is the harvest time for wheat! Not a day passes in which wheat is not being harvested, somewhere. Perhaps it is on the pampas of South America or the steppes of Siberia, but somewhere the sun will set tonight upon a harvest scene. Somewhere the golden grain is falling beneath sickle and reaper. Somewhere too, wheat is being planted today.

"When the wheatfields of Dakota are covered with snow, the men of Argentine are threshing wheat; when winter grips Patagonia, a harvest moon shines upon the grain fields of Scandinavia. As we are sowing wheat in the United States it is being harvested in the valley of the Nile. As the Egyptians sow wheat the grain is being cut by Russians in Siberia."

—FORREST CRISSEY.

With your geographies and maps trace the wheat calendar.

January	Australia
February	Egypt
March	India
April	Mexico
May	China
June	France
July	United States
August	Canada
September	Scotland
October	Russia
November	Argentine
December	Burmah

1. One of the most important and most diffused grains—many varieties.

2. Staple food of more people than any other cereal except rice.
3. Most productive, next to Indian corn.
4. Original home in Western Asia near Mediterranean, from there in very early times cultivation extended to China. Chinese claim they cultivated it 2700 B. C. In Egypt its origin attributed to Isis—Ceres was its Greek goddess. Date of introduction into Europe not known. Used in India.
5. Not known in Western Hemisphere until 16th century.
6. In U. S.—wheat in area and value ranks next to corn.
7. Too high priced for food for animals as compared to other grains of equal food value.
8. Composed of distinct parts or portions each possessing some particular function and qualities.
 - a. Outside—more mineral matter than remaining portions of the grain. Cellulose valuable as roughage to promote bowel action.
 - b. Endosperm—large amounts of starch, portions utilized in making fine flour.
 - c. Germ—albuminous substances, oils, sugars.
9. Method of handling wheat different in California than in Minnesota.
 - a. Winter wheat: Because grain has been sown the autumn before, remained in the ground all winter kept warm by snow. Why sown in autumn?

- b. Spring wheat: Grain sown in the spring and harvested in the fall.

(See Exhibits, page 394.)

Corn.

The rose may bloom for England
The lily for France unfold,
Ireland may honor the shamrock
Scotland her thistle bold.
But the shield of the great republic
The glory of the West
Shall bear a stalk of tasseled corn
The sun's supreme bequest.

—EDNA DEAN PROCTER.

"Our stately maize, the golden corn, is wholly American. It grows from the Lakes to the Gulf and from ocean to ocean. It was the grain of the primitive people. The aboriginal Americans, with religious ceremonies, prayer, dance and song invoked the blessing of their gods upon its planting and its harvest."

—*School News.*

1. Corn contains a large amount of starch and is one of the most important commercial sources of it, especially in America.
2. In different countries the word corn is the name given to chief bread stuffs. In Scotland it is called oats; in England, wheat, barley, rye, or oats; in America, corn (maize). It is a cereal peculiar to the Western Hemisphere.
3. It was introduced into Europe from America. Indians were using it when Columbus discovered America.
4. There are more than 300 varieties known.
5. It prefers deep, rich, warm, dry and mellow soil. Hence greatest production is in the rich bot-

tom lands and fertile prairies of the Mississippi valley.

6. Besides being used for food it is used for the manufacture of starch, glucose and oil.

(See bibliography, Cereals, page 393.)

(See Exhibits, page 394.)

A song for the plant of my own Middle West

Where nature and freedom reside,
By plenty still crowned and by peace
ever blessed.

To the corn! the green corn of her
pride!

In the climes of the East has the olive
been sung,

And the grape been the theme of their
lays,

But for thee shall a harp of the prairies
be strung

Thou bright, ever beautiful Maize.

—WILLIAM FOSDICK.

A haze on the far horizon
The infinite tender sky,
The ripe, rich tints of the cornfields,
And the wild geese sailing high.
All over upland and lowland
The charm of the golden rod—
Some of us call it autumn,
And others call it God.

—WILLIAM H. CARRUTH.

Correlate the above quotations with
a lesson on art.

(See bibliography, Cereals, page
393; Stories, page 105.)

Bread

Story—"How Robinson Crusoe
Made Bread," page 103.

"Back of the bread is the snowy flour
Back of the flour is the mill,
Back of the mill the growing wheat
Nods on the breezy hill.
Over the wheat the glowing sun
Ripens the heart of the grain
Above the sun is the gracious God
Sending the sunlight and rain."

—Selected.

Bread contains a large amount of
carbohydrates, a moderate amount of
protein, a small amount of mineral
matter and almost no fat.

Good bread and milk satisfy be-

cause this combination supplies a
physiological need.

"Bread is one of the earliest, the
most generally used and the most
important forms of food adopted by
mankind. The quality of its daily
bread affects the health and happiness
of the family."

—MARY LIVISON.

(See Cereals, page 393.)

(See Exhibits, page 394.)

Story—"Bread Making Among Va-
rious Peoples," page 101.

"I am convinced that digestion is
the great secret of life and that char-
acter, talents and qualities are pow-
erfully affected by beef, mutton, pie
crust and rich soup."

—SIDNEY SMITH.

Kinds of bread most nutritious are
whole wheat, bran, graham, and rye.

White flour has less nutritive
value.

Improvement in methods of mak-
ing has kept pace with civilization.

Is baker's bread today as whole-
some as the home-made bread of our
grandmothers?

Reference is made to bakers in the
ancient writings of the Jews, Egyp-
tians and the Romans.

In 170 B. C. baking became a reg-
ular trade in Rome.

Excursion to a flour mill or a bakery.
(See Excursions, page 375.)

Points to note:

Flour Mill:

Sacks of flour.

Sanitary provisions.

1. Sifting flour from sacks.

2. Cleanliness of receptacles
and machinery.

3. Personal cleanliness of em-
ployees.

4. Laws regarding health of employees.
5. Machinery bread not touched by hands. Why?
6. Sealed bread.

Bakery:

- Cleanliness of receptacles and machinery.
- Personal cleanliness of employees.
- Provisions for keeping the food clean.

Good Food Habits

By the use of various devices endeavor to have the pupils establish the following food habits as a basis for health—

1. Be cheerful and happy while eating.
2. Be neat in appearance at all meals.
3. Eat suitable and sufficient breakfast every morning.
4. Allow sufficient time to eat breakfast slowly.
5. Drink slowly.
6. Chew food thoroughly.
7. Eat meals at regular hours.
8. Eat supper not later than 6 P. M.
9. Play quietly or rest after each meal.
10. Learn to like your food.
11. Take one quart whole milk daily, either as beverage or in combination with other foods.
12. Eat fruit every day.
13. Eat at least one green vegetable every day.
14. Eat candy and cake after meals, never between meals or at bedtime.
15. Never drink tea nor coffee.
16. Never drink very cold drinks.

17. Be considerate of others.
18. Be willing to divide with others.
19. Offer to serve others before helping yourself.
20. Never reach for foods, ask to have them passed.
21. Convey food to mouth with spoon or fork, never with knife.

—Used by permission of the State Dept. of Public Instruction, Penn.

Courtesy and Health

"A knowledge of social customs and social usages is necessary to civilized man. A young man or woman who does not know the rules of social life is frequently ill at ease, awkward, confused, and unable rightly to exert powers of speech or action when opportunities offer for making friends that may be of larger importance than will come again in years. Manners are matters of sufficient value to be studied for themselves. The daily exercise of self-control and consideration for others reacts on the processes of mind and tends to produce excellency of character. We are unwilling that American citizens shall have other manners than those which result from what was known of old as 'good breeding.'"

Aim: To teach that practicing good health habits is being courteous.

1. Preparation for the meal.
 - a. Cleanliness of person.
 - b. Neatness of the dress.
 - c. Hair nicely combed.
2. When and how to be seated.
 - a. When the hostess (she is the

mother in the home) says a meal is served, come at once.

- b. When the hostess is seated or gives the signal, be seated.
3. Show no impatience to be served.
 - a. Do not reach for things.
 - b. Ask for what you like if it is not passed. "Will you be kind enough to pass the meat," will get the desired result.
4. Helping serve.

If a dish is near you, pick it up, but before serving yourself pass it to the one sitting next you, saying, "Will you have some?" Think constantly of others and help mother see that all are well served.
5. Take the piece nearest you, never "picking over" to find a more desirable piece. This would be selfish and ill-mannered. If there is a choice, it is nice to ask some one else to have it.
6. Eat quietly.

Do not fill the mouth too full. Chew the food with the mouth closed. Never smack the lips. Eat soup quietly from the side of the spoon.
7. Use of knife, fork and spoon.
 - a. Use the knife to cut food and to butter the bread; never put it in the mouth.
 - b. Use the fork to carry the food to the mouth. Do not try to get too much on it. In cutting meat the tines of

the fork should be turned down.

- c. Use the spoon to eat cereals, certain desserts and soupy vegetables, and to stir cocoa or coffee.
 - d. Never leave the spoon in the cup.
 - e. Do not eat with the fingers except for bread, celery, etc. It is not cleanly, nor does it look well.
8. Help to make a pleasant table atmosphere.
 - a. Never tell unpleasant things at the table.
 - b. Help make interesting conversation.
 - c. Never speak with the mouth full.
 - d. Place napkin over the mouth, and turn away to cough or sneeze.
 - e. Observe all the little niceties like spreading only a small piece of bread at a time.
 - f. Place knife and fork carefully on one side of the plate when passing for a second helping.
 - g. Do not pick the teeth at the table.
9. Rising to leave the table.
 - a. Rise when the hostess rises or gives the signal to do so.
 - b. If necessary to leave during the meal ask to be excused by, "May I be excused, please," or "Please excuse me."

—*Course in Citizenship, Iowa State Dept. of Public Instruction.*

How does the performance of health chores show courtesy to others? Teach how each chore is an act of courtesy as well as an act of health.

Mastication

There was a little girl and she had a little curl,
Right in the middle of her forehead,
When she chewed her food she felt very, very good,
When she swallowed it whole she felt horrid.

—*Metropolitan Mother Goose.*

Why did she feel horrid? Bolt-
ing the food makes too much work
for the stomach.

How should we chew our food?
Very, very fine. Make no noise
when we eat. Drink no water to
wash it down.

Demonstrate by letting the chil-
dren chew crackers. Be sure they
wash their hands before handling the
crackers.

1. A lunch at a regular time be-
tween meals is most beneficial to
children, especially in the mid-
forenoon. Many of them eat
very little breakfast and are
hungry at this time.
2. Indiscriminate and irregular
eating is most harmful.
 - a. Overworks stomach.
 - b. Causes indigestion.
 - c. Causes loss of appetite for
proper food.
3. Chewing: Teach the children:
 - a. To chew the food thorough-
ly.
 - b. To make no noise while eat-
ing.
 - c. To sip liquids slowly, espe-
cially milk.

"One way in which people often
hinder the body's work is by *eating*

too fast. Food as it is put into the
mouth is not in condition to be used
by the body. It has all to be dis-
solved, and made into a liquid form
before it can be used in the body."

—O'SHEA AND KELLOGG.

Importance of thoroughly masti-
cating the food:

1. Food should be broken and
softened by chewing. This
mixes it with the digestive
juice of the mouth, changes
the starch into sugar, and
makes the food taste better.
2. Swallowing the food in
lumps and masses hinders di-
gestion, for it takes a longer
time for digestive fluids to
penetrate such food. A
"sour" stomach is usually
due to the fact that the food
was not well chewed. Un-
digested fragments pass into
the intestine and poison the
body with bacteria. The
stomach is meant to digest
soft well-chewed pulp.
3. Food cannot be put into the
stomach as you pack a trunk
or fill a lunch box.
4. Bread, cereals, cake, potatoes,
all foods containing starch
are partly digested in the
mouth.
5. Mouth, stomach and bowels
must do team work if the
body is to be properly nour-
ished.

Here's to your good health and mine,
To make good teeth hard toast is fine;
See how we chew and chew and chew—
So children always ought to do.

—DR. MARY S. ROSE.

Squares of dry toast may be passed for a chewing match, the winner being the one who makes his last longest.

(The pupils should wash their hands before handling the toast.)

Elimination

"To preserve health is a moral and religious duty, for health is the basis of social virtues. We cannot give our greatest usefulness when we are not well."

—M. V. O'SHEA.

Grade III

(See bibliography, Elimination, page 394.)

Chore—I went to the toilet at a regular time.

"Constipation or irregular bowels are habits of the majority of undernourished children. Without a regular bowel movement, good health is of course impossible. The normal time is after breakfast, before school. A striking improvement in the health will frequently take place if the bowels are trained to move in the morning. Constipation results in poor appetite, indigestion, headache, anæmia and general ill health.

"In order to have time for a proper morning movement, a child must rise early enough to dress and eat breakfast without hurry, and then have 20 to 30 minutes free for the bowel action before starting for school."

—DR. CHARLES HENDEE SMITH.

Compare taking food in the body with burning fuel.

1. Fuel is burned in a stove or furnace, heat is given off.

2. Certain waste materials are formed, clinkers, ashes, cinders, gases.
3. Usable part of food converted into bone, muscle, brain, other parts of body.
4. Indigestible remainder left to be discharged from intestines and kidneys, as ashes from the stove.

Necessity of going to the toilet regularly.

1. To establish a regular bowel movement.
2. To keep the body in fine condition by not clogging.

A regular and free bowel movement gives a clear skin, bright eyes, and happy disposition, and enables children to play better and grow stronger.

Make a notebook of foods that relieve constipation.

(See Booklets, page 375.)

"One or two glasses of water taken before breakfast are helpful and coarse cereals, vegetables and fruits act as laxatives. Bran stirred into cereal is beneficial or cooked bran eaten with cream and sugar. Oatmeal and cornmeal bread sweetened with molasses are good foods. Prunes and figs are also useful. Concentrated foods such as rich cake and pastry should be carefully avoided."

—DR. WM. R. P. EMERSON.

Laxative Foods:

<i>Fruits.</i>	<i>Vegetables.</i>
Apples.	Celery.
Oranges.	String beans.
Tomatoes.	Asparagus.
Fruit juices.	Spinach.

Laxative Foods—continued:

Fruits

Figs.
Prunes.
Peaches.
Raisins.

Vegetables

Cabbage.
Lettuce.
Onions.

Cereals from which the bran has not been removed also aid in elimination.

Use in breakfast food, bread, muffins or crackers.

[Emphasize that water taken early in the morning at least a half hour (one hour is better), before breakfast is especially beneficial in helping a bowel movement.]

Grade IV

1. Elimination of waste should be as perfect as it can be made.
2. If one feeds the stove all the fuel it will take and all the oxygen it can use, will the fire keep on burning indefinitely? One thing more is needed. The ashes must be raked out, else the fire will die down and eventually go out. The same is true in the case of the human machine. You must rake out the ashes—eliminate waste.
3. One way in which waste is removed from the body is through the skin. In many of the great cities, school boards are installing baths for children; not to make the children look prettier or smell better, but to make the machines more efficient; so that they can study better and grow better; so that the fire will burn brighter.
4. Nature's great way of carrying away the ashes from fuel burned in tissues in all parts of

the body is by physical exercise.

5. Physical training, with its gross movements of the body, makes the heart beat faster and pumps the blood by pressure upon the veins in such a way as to flush away the ashes and various toxins left by oxidation. With the debris removed from the muscles, brain, glands, by the brief exercise and with improved circulation once again hurrying nutriment to all parts, it is possible for the pupil to return to the school routine with renewed mental vigor.

The teacher must also remember that education is preparation for life and that growth and health of body, including the brain and nervous system, is a very important factor in life. —*Department of Public Instruction, Michigan.*

Chore—I went to the toilet at a regular time.

Show how elimination helps keep the individual in good health.

The body as a factory.

1. Steps in process from raw material to finished product.
Digestive processes from food to elimination.
Value of good materials—pure wholesome food.
2. Dependence of whole on perfect running order of each bit of machinery.
(Show how good health habits keep the body in good running order.)
3. Each is under a manager who

regulates fuel, steam and speed.

4. Importance of a wise manager.

Grade V

Purpose of elimination:

1. To clear the body promptly of health destroying material.
2. To promote nutrition.
3. To gain a good complexion.
4. To form the habit of a daily, natural and free movement.

(See bibliography, Elimination, page 394.)

Rules to prevent constipation.

1. Drinking two glasses of water on arising and one the last thing at night. In some instances it is not wise to ask children to drink water just before retiring. Drink water freely during the day.

2. Eating freely every day of laxative foods, such as fruits, vegetables, coarse cereals, and coarse breads.

3. Eating daily large servings of at least one vegetable beside potato. Eating fresh or watery vegetables as often as possible.

4. Eating slowly, at regular times, and chewing thoroughly.

5. Taking plenty of exercise daily.

6. Going to the toilet *at the same hour every day*.¹

7. Being sure to have a bowel movement every day.

8. Avoiding laxative drugs.

9. Cultivating a calm frame of mind.

Good laxative foods.

Fresh Fruits.

Apples, with skins.

¹ For constipation, 1 or 2 tablespoons of bran may be eaten with the breakfast cereal. If these rules fail, a physician should be consulted.

Apricots, with skins.

Grapes, with skins.

Grapefruit.

Oranges.

Lemons.

Melons.

Peaches.

Pears.

Rhubarb.

Berries.

Dried Fruits.

Dates.

Figs.

Prunes.

Raisins.

Dried fruits may be eaten at bed-time.

Fruit is especially effective if taken one-half hour before breakfast.

Vegetables.

Asparagus.

Beets.

Cabbage.

Carrots.

Cauliflower.

Celery.

Greens (dandelions, spinach and others).

Lettuce.

Onions.

Potatoes (baked with skin).

String beans.

Tomatoes.

Turnips.

Cereals.

Barley.

Cornmeal.

Cracked wheat.

Farina.

Hominy.

Hulled corn.

Oatmeal.

Pop corn.

Shredded wheat.

Triscuit.

Coarse Breads.

Bran bread.
Bran muffins.
Brown bread.
Oatmeal bread.
Rye bread.
Whole wheat bread.

Sugars.

Molasses.
Honey.

Fats.

Bacon.
Butter.
Cream.
Olive oil.
Buttermilk is also helpful.

Grade VI

Chore—I gave proper attention to elimination.

Effects of improper elimination.

1. Poisoning or bad effect on the entire system.
2. Coated tongue.
3. Offensive breath.
4. Bad complexion.
5. Nervousness and irritability.
6. Disturbed sleep.

Grade VII

Review all the previous lessons on elimination.

Grade VIII

"When refuse matter does not pass promptly through the intestines, it putrefies and produces poisons that break down the health of the whole body. These poisons destroy the power of the body to resist germs, and they injure the nervous system so that the blood vessels are not properly controlled."

—RITCHIE.

Health and elimination.

"This must seem a distressingly trite statement, but conviction is also strong that far less attention is still paid to the matter than its importance deserves. The story of the famous and eminently successful Dutch physician is apropos. His practice was enormous and wonderfully efficient. He was supposed to have written the secrets of his success in a great book which he kept locked. At his death there was sharp rivalry as to who should obtain possession of the priceless manuscript. In the end a learned medical society purchased the locked treasure, and with public spirit appointed a day when it should be unlocked and its reading begun. The interested audience assembled. On the first page was written, "Keep your head cool," on the second page, "Keep your heart warm," and on the third page, "Keep the bowels open," and there was no more.

1. Daily bowel movement does not always mean complete evacuation.
2. Frequent movements suggest imperfect elimination.
3. "Reed and others have shown that epileptic seizures may be of intestinal origin. There are cases of convulsions in children, in which even the family had associated sluggish bowels with the attacks and in which, after purely medical experts had failed, postural training and abdominal massage have been followed by a cessation of the distressing complex."

—DR. ROBERT B. OSGOOD.

The observance of going to the

toilet at a regular time is a fine preventive of constipation. So also is exercise of the muscles of the lower trunk.

Good laxative foods.

Review the entire data on elimination.

Classification of Foods

"The work done in the United States and in other countries has proven conclusively that hardly any factor plays so important a part in determining the physical fitness of man as the food he eats.

"This physical fitness is reflected in his mental powers and character, and upon these are based the destiny of nations."

—*Dept. of Public Health, Mass.*

The Properties of Foods.

Aim: To give the children a knowledge of the right kinds of foods.

1. Building foods:

a. Proteins.

The foods which contain nitrogen are called protein foods. Protein foods have been given the first place in the diet because they contain the great supply of nitrogen for the body.

- b. Needed for the processes of growth necessary to life and to repair the tissues.

(See bibliography, Classification of Foods, page 392.)

(See Well balanced meals, page 300.)

"In estimating the child's protein need there are two distinct functions

of protein which must be considered. The first is the requirement for tissue repair and general maintenance. The second is that needed for growth. In adult life the first need is the only one which has to be supplied. In childhood the second is quite as important."

—DR. L. EMMETT HOLT.

A child cannot grow and form strong muscles without protein foods. An adult cannot keep in good health without them.

c. Chief protein foods:

- (1) Milk, eggs, lean meat.
- (2) Vegetables, especially peas, beans, lentils, grains. The best proteins for children are milk, eggs and vegetables.

What protein did you eat today?

2. Energy producing foods.

Yield heat and power.

"Energy as applied to food may be expressed in terms of heat or mechanical work. It may be used immediately or stored in the body for future use."

—DR. L. EMMETT HOLT.

Chief energy producing foods are starch and sugar, called carbohydrates, and fats.

The body needs fuel, just as an engine needs fuel.

An engine must have the right kind and the right amount of fuel, or it cannot work well. And the human body also must have the right kind and amount of food or it cannot work well.

The human body is doing some work all the time, even in sleep, in

sickness, and when resting. Heart, muscles and lungs are always "on the job."

An engine has to be built and repaired, to be stoked, to be oiled and regulated. It is the same with the human body.

Starch:

Chief sources: Potato, cereals, macaroni, spaghetti, samp, hominy, and breads of all kinds.

Sugar:

Sugar is one of the best energy forming foods.

Experiments show that about one-half hour after it is consumed it is transformed into muscular energy.

1. Yields heat and energy.
2. Gives a flavor to food.
3. Delays fatigue.
4. Valuable for those doing severe muscular work, for it is concentrated, easy to transport, and in proper amounts easily digested.

Chief sources of sugar:

1. Fruits.
2. Berries.
3. Vegetables.
4. Sugar Cane.
5. Sugar Beet.
6. Sugar Maple.
7. Preserves.
8. Honey.

Soldiers are given sweets to enable them to stand the strain of their strenuous life. Swiss guides use milk chocolate.

Should not be taken to excess:

1. Irritates digestive tract.
2. Makes children lose appetite

for the natural sweetness of fruits and other necessary foods.

3. Dulls appetite.
4. Loss of appetite for vegetables and milk deprives the body of food necessary to its growth.
5. Encourages wrong food habits.

Most people eat more sugar than they need.

One hundred years ago the per capita consumption of sugar in the United States was eight pounds; last year it was 84 pounds.

The sugar eating habit is easily formed and hard to break.

The amount of sugar required daily should be governed by the amount of muscular energy exerted by the individual.

1. Dried fruits are especially rich in sugar.
2. The best "sugar bowls" are milk, vegetables, fruits and molasses.
3. Candy eating can be made a bad health habit.
 - a. The candy eater wants to go on eating candy, not bread, butter and vegetables.
 - b. Among our malnourished children are frequently those who have been allowed to have pennies to spend for candy whenever they felt like it.

"Very interesting sweets for children may be made from dried fruits. Fig bodies, raisins strung on tooth-picks for arms and legs, marshmallow heads have endless possibilities for amusement. Pop corn sweets of various kinds are quite as festive and

attractive as candy and do not load the stomach with superfluous sugar."

—DR. MARY S. ROSE.

Fats:

"Until quite recently it has been generally believed that fat did not play any specific part in nutrition. Recent investigations however, have shown that fat is of greater importance than was formerly believed and that it has specific functions in nutrition quite apart from those which it shares with the carbohydrates.

"It is generally accepted that the lack of fat in the diet increases susceptibility to infections, especially to tuberculosis. Although children may apparently do very well for a time on a low fat or fat-free diet, the complete elimination of fat from the diet or even its reduction to insignificant proportions, as recently proposed by Pirquet, seems a hazardous experiment."

—DR. L. EMMETT HOLT.

"The importance of fat in the diet cannot be overestimated. It does not build muscular tissues but yields heat and energy.

"The amount of fat required daily varies with the climate, the individual and the occupation. Thus people living in cold climates generally consume larger amounts of fat than those living in warm countries. This, however, may be partly due to the fact that cereals and vegetables cannot be grown to any great extent in very cold climates. People doing severe muscular work eat more fat than those leading a sedentary life; they require extra fuel, which can be furnished in concentrated form by the fats."

—Mass. Dept. of Public Health.

Value of fats:

1. Create heat and energy.
2. Add nothing to muscular strength.

Fatty tissue in the body:

1. Reserve supply for fuel.
2. Helps retain body heat.
3. Provides padding or cushions.
4. Adds in a reasonable amount to personal appearance.

Foods rich in fats.

1. Butter and cream.
2. Cheese.
3. Fats of meats and fish.
4. Olive oil.
5. Nuts.
6. Animal organs, liver and kidney.

Save the fats.

1. Get from the butcher the fat trimmings for which you pay when you buy your meat.
2. Trim excess fat from meat, try out separately.
3. Cook bacon in an oven instead of over a flame in a pan.
4. Make soap from the fats no longer good for the purpose of food.

See the commercial lye cartons for soap recipes.

Nuts are a valuable source of fat. The amount ranges from 4.5% in chestnuts to 57.4% in cocoanuts. Peanut butter, peanut oil, nut margarine, coconut oil and other nut butters are rich in fat.

"There are two important factors in sustaining health and vigor of the body. First adequate nutrition, second the conservation of vital force."

—ALTO CARQUE.

Minerals.

"While not sources of energy they (minerals) are just as necessary constituents of the diet as are fat, protein and carbohydrate. They are in fact indispensable to growth and normal nutrition. None of the normal physiological processes of the body such as secretion, excretion or osmosis can go on without them."

—DR. L. EMMETT HOLT.

1. Form chief building material for the bones and teeth.
2. Help regulate the body processes.
3. Keep the blood neutral.
4. Keep eyes and hair in good condition.
5. Increase resistance to disease.

Important minerals: Calcium, iron, and phosphorus.

Foods rich in calcium:

1. Milk and dairy products.
2. Green and leafy vegetables.
3. Carrots, turnips.

"If a pint of milk daily is included in the diet, an adequate supply of calcium is probably assured."

—DR. L. EMMETT HOLT.

Iron.

1. Enters into the composition of the red corpuscles of the blood.
2. Plays a part in secretion and growth as an element in the structure of all active cells.

"While not needed in very large amounts, it (iron) is so important that the new-born child is not left to the chances of getting it in his food. He comes into the world with a special supply to tide him over the

first few months while he is getting adjusted to the outer world."

—DR. MARY S. ROSE.

3. Foods rich in iron.

Vegetables—especially spinach.
All fruits.
Beef juice.
Eggs.

[See Food Lessons for Nutrition Classes, pages 25-26, Teachers' College Bulletin, Columbia University, for an interesting presentation of the subject of iron.]

Phosphorus.

1. Forms a part of every active cell.
2. Helps build bones and teeth.
3. Foods rich in phosphorus:
Vegetables.
Fruits.
Cheese.
Eggs.
Whole wheat flour.
Graham flour.
Rye.
Oatmeal.
Oysters.
Maple syrup.
Molasses.

Lack of minerals in the food helps to cause:

1. Lusterless eyes.
2. Pale cheeks.
3. Lack of energy.
4. Irritability.
5. Retardation of skeleton growth.
6. Anæmia.

Vitamines.

Aim: To teach that the presence of vitamins in food is necessary to keep us in good health.

The entire subject of vitamins is not more than ten years old, although as Dr. Benjamin Harrow says, "we

ate vitamins but we were not aware of it."

Funk and Wagnalls (1919) give the pronunciation vi' ta min or vi tam' in.

It is now established that in addition to the necessary diet constituents, protein, fat, carbohydrate, inorganic salts and water, must be added certain unidentified principles known as accessory food factors or vitamins.

1. Present knowledge:

- a. Vitamins have not yet been isolated from other food factors.
- b. Little is known of their chemical or physical properties.

2. Distribution:

- a. Widely distributed among naturally occurring food stuffs.
- b. Variety of food in the average home contains a supply of these accessory food factors.

3. Diseases caused by their absence from diet.

Scurvy.

Rickets.

Beri-beri.

Disorders of growth. (Underweight.)

Departures from health. (Nervous diseases.)

"Vitamins are substances as yet ill defined, whose presence in food is essential to our well-being; their absence makes life impossible. They are classified as 'fat-soluble A,' 'water-soluble B,' and 'water soluble C.'"

—DR. BENJAMIN HARROW.

The individual always finds a suf-

ficient supply of vitamins in his food as long as that food is reasonably varied and as long as it has received no artificial or accidental separation into parts, for example, through being over-heated, dried, preserved, canned.

How the value of vitamins was discovered.

Experiments by McCollum, Osborn and Mendel, the Medical Research Commission of London and other scientists were made in which animals were kept on diets which contained nothing but protein, fat and carbohydrate. Each of these constituents was thoroughly purified before being given so that there was no possibility of any other food factor being present. It was found that these three factors were not capable of sustaining life.

Certain fats are very deficient in the fat-soluble vitamin factor.

Lard is very deficient, whereas butter is well supplied.

The fat of oxen contains the factor in considerable amounts.

Examine ingredients of commercial fats and oils to determine nutritive value. Note whether they are derived from animal or plant fat.

Oils and fats derived from plant sources contain only small amounts of vitamins or are deficient in the accessory factor. This is true of olive oil, corn oil, cottonseed oil, almond oil, peanut oil, linseed oil, and cocoanut oil.

—*Medical Research Commission Report on Present Knowledge Concerning Accessory Food Factors.*

Fat-soluble A is found in green leaves and in the embryos of many seeds.

Foods rich in fat-soluble A:

Butter, eggs (yolks), cod liver oil, and other fish oil.

Creams, margarine prepared from mutton and beef fat, (animal fats other than lard) liver, kidneys, heart, brain, herring, salmon, whole meat, millet, linseed, cabbage, fresh lettuce, spinach, cheese (prepared from whole milk), yeast (dried). Tomato is rich in fat-soluble A and water-soluble B.

Deficiency of the fat-soluble substance is much more serious and far-reaching when it occurs in early life, particularly during the period when the young is dependent upon its mother.

Foods rich in water-soluble B:

Its principle sources are the seeds of plants, eggs and liver and sweet breads of animals.

High—rice, wheat, yeast, fresh eggs.

Next—linseed, carrots, potatoes, onions, liver, sweetbreads, bran, peas, beans, nuts, oranges, apples.

Yeast is one of the richest known sources of "water-soluble."

The requirements of the water-soluble factor are far greater during growth than maturity.

Foods rich in anti-scorbutic factor:

Fresh vegetable tissues and (to much less extent) fresh animal tissues.

Richest sources:

Raw cabbage, swiss chard, turnips, lettuce, watercress, lemons,

oranges, raspberries and tomatoes.

Inferior in value are:

Potatoes, carrots, beans.

Food loses its anti-scorbutic value:

1. When subjected to heat, drying or other methods of preservation.
2. All dry food stuffs are deficient in this factor.

(Cereals, pulses, dried vegetables and dried milk.)

3. Tinned vegetables and tinned meats are also deficient. In the case of canned fruits the acidity increases the stability of the vitamins and prevents to some extent the destruction which would otherwise occur during the sterilization by heat.

Miss Chick of Lister Institute, London, heated cabbage for one hour at a temperature close to that of boiling water. The anti-scorbutic value decreased 70%.

It is important that the germ and bran of wheat should be included in the manufacture of bread and biscuit for any population living on a restricted diet.

It is wise to use the water in which vegetables have been boiled because a large part of valuable mineral salts is extracted during the cooking. Boiled down, the vegetable water makes an excellent stock for soups and meat sauces.

Vitamines promote growth and prevent disease.

"The word (vitamines) should not be limited to either the plant or the vegetable kingdom. We know nothing as to their natural properties,

composition or number. Further experimentation may discover others.

"How did seaweeds and candied grasshoppers come into use in Japan; fried rhinoceros hide in Africa; powdered deer horns in China; pickled pigs' feet in Germany; moldy cheese with skippers in England; snails and frogs' legs in France; grasshoppers fired and reduced to a meal in Arabia; snakes and lizards among North American Indians; octopus among Neapolitans; wood grubs among New Zealand Maoris; caviar and sturgeon eggs among Russians; rats, mice, dogs and cats among Chinese and human flesh among the Fiji Islanders?

"Is it not highly probable that these foods came into vogue just as we know other foods have come to be fashionable today in European and American countries through the encouragement given by those who set the fashion of the day?"

—DAVID FAIRCHILD.

The Right Choice of Food

"Children have not the same power of digestion as adults any more than they have the same ability to think and judge as adults. They cannot eat everything on the table. Children know nothing about body building qualities of food; they are guided solely by their desires which are capricious and changeable. Their judgment is undeveloped and they are unable to choose wisely. Therefore, parents should know the value of different foods and should choose for the children foods which will build blood, bone and muscle. Children should not be asked what they want

to eat, nor should they be tempted with specially prepared food which they are unable to digest. The best way is to place before them without comment simple nourishing food at regular times, keeping dessert out of sight until the plate is cleaned of hearty food."

—DR. FRANCIS H. MACCARTHY.

1. The cultivation of a judicious appetite is without question the result of wise training in childhood.

2. The child should be taught that certain foods are not children's foods, and adults should realize that they are doing the child an injustice when they give him such food.

3. It is a great mistake to allow children to acquire foolish distastes for simple foods. Such distastes are often the result of imitation (if father dislikes eggs, little John will speedily feel the same way about them), or caused by derogatory remarks about food, or may be due to allowing the child to have his own way about food as soon as he is able to eat at the table with his elders.

4. The parent who brags that his child can eat anything on the table is proclaiming his own ignorance and his injustice to his child.

5. It is the child's right to have foods suited to his needs and age and it is the mother's duty to know what those foods are and to see that the child receives them.

6. The children can be taught self-control with regard to food, and need very careful direction along this line, for the health of the adult is greatly dependent upon proper nutrition in childhood.

7. Parents are directly responsible

for the eating habits of their children, and should not be found wanting in this direction.

8. Food well cooked and attractively served has much to do with influencing the diet, and great care should be taken to prepare it in a neat and orderly manner. This is especially necessary for a nervous or delicate child.

9. Care should also be exercised to avoid a monotonous diet and it should not be forgotten that the digestive system is very sympathetic. A child forced to eat against his will, or allowed to eat when tired, unhappy or greatly excited, will not be able to properly digest his food.

10. Contentment and good cheer should always prevail at the table.

—*Mass. Dept. of Public Health.*

"Experience shows, fortunately, that children thrive on simple and comparatively inexpensive foods—milk and milk products, whole cereals, rye, corn and whole wheat bread, fish and the cheaper cuts of meat, vegetables such as potatoes, onions, carrots and greens, and fruits and berries as they are available."

—DR. WM. R. P. EMERSON.

"Meal planning no longer becomes a bore when it is thought of in terms of health. Make an effort to provide meals that meet the needs of one's family one hundred per cent, physically and mentally; and in so doing make them happy and useful members of society.

"After all, the planning of the diet is very simple. We must simply bear in mind that the food each day must furnish the material that is needed

for the construction of the body. Only the material must be supplied, for the building goes on as if by magic."

—*Mass. Dept. of Public Health.*

Well-Balanced Meals

The welfare of the family is largely in the hands of the one who provides the "three meals a day."

—DR. MARY S. ROSE.

Opening Talk.

"What are some of the things we had this morning for breakfast for which we should be thankful?"

Ask the children to name various foods.

Teacher writes on board commenting favorably upon the breakfast, consisting of fruit, *cooked cereal*, toast and milk, thereby using the information for an object lesson for teaching the proper foods children should have for breakfast.

—CAROLYN HOEFER.

Emphasize cooked cereals.

The whole grain contains food which makes children grow.

Aids to good digestion:

1. Well cooked food. Attractive serving adds greatly to the enjoyment of the meal.
2. Thorough mastication:
 - a. Mixes food well with saliva.
 - b. Breaks food into forms easily penetrated by the other digestive juices.
 - c. Overcomes the tendency to overeat.
3. Regularity in eating.
4. Cheerfulness at meals.

5. Not eating when overtired or worried.
6. Well-balanced meals.
7. Sufficient outdoor exercise.
8. Rest or quiet play before and after meals.

—*Massachusetts Department of Public Health.*

"Rest periods increase the child's power of food assimilation. Fatigue interferes with absorption and the child will benefit in both appetite and digestion if he has a short rest period before eating."

—DR. W. R. P. EMERSON.

Growing children require protein; it is supplied by milk, eggs, bread, a small amount of meat and some vegetables especially peas and beans.

A well balanced diet includes protein, carbohydrates, fats, mineral salts and vitamins.

When children do not like milk they will take it readily on dessert, or in creamed or scalloped vegetables.

(See bibliography, Planning a well-balanced meal, page 392.)

(See Classification of foods, page 293.)

"The development of good habits is one of the basic functions of education. When a child is acquiring habits he is being educated."

—DR. E. GEORGE PAYNE.

Suggested day's menu for children from 5 to 8.

Breakfast:

Stewed prunes.
Oatmeal with cream.
Toasted graham bread.
Butter.
Glass of milk.

Dinner—noon:

Baked potato.
Carrots with cream sauce.
Broiled finely chopped beef steak (small helping).
Whole grain bread.
Butter.
Glass of milk.
Milk and egg custard.

Supper:

Creamed soup.
Whole grain bread.
Plain cup cake.
Glass of milk.

Suggested day's menu for children from 8 to 12.

Breakfast:

Orange.
Cooked cereal with cream.
Toast.
Butter.
Milk.

Dinner (preferably at noon):

Baked lean lamb.
Vegetable soup.
Boiled potatoes (in skins).
Cooked tomatoes.
Ice cream.
Graham wafers.

Supper:

Creamed celery soup.
Beet tops.
Bread—butter.
Milk.
Molasses cooky.

How an Inadequate Breakfast of a Nine-Year-Old Child (Seriously Underweight) may be Developed in Food Value by Simple Changes.

BREAKFAST I—INADEQUATE

		Calories
Oatmeal	4 tablespoons	100
Sugar	2 teaspoons	50
Egg (soft-boiled) ...	one	100
Roll	one	100
Butter	half pat	50
Tea (milk and sugar) ..	1 cup	50
Total Calories		450

BREAKFAST II—ADEQUATE

		Calories
Oatmeal	4 tablespoons	100
Cream (16%)	3 ounces	150
Sugar	2 teaspoons	50
Egg (scrambled—1 egg, 1 oz. cream, $\frac{1}{2}$ pat butter)		200
Toast	1 slice	100
Butter	one pat	100
Hot milk flavored with cocoa	6 $\frac{1}{2}$ ounces	200
Total Calories		900

By taking cream with the cereal, and scrambling the eggs with cream and butter, 250 calories are added to Breakfast I. By substituting cocoa for the tea, and taking a whole pat of butter with the toast 200 calories are added, thus doubling the value of the meal. These changes were made without conflicting with the child's taste and without upsetting the home menu.

Every individual requires sufficient calories to keep his weight at a point normal for him. "Normal" is usually the weight at which he feels best.

If underweight, from 2000 to 4000 calories are necessary to cause him to gain when continuing his usual work, provided he has proper rest. This is true even for a child as young as five or six years, as the growing *child's caloric need is relatively greater* on account of increased activity and growth.

—Nutrition Dept., Washington, D. C. Public Schools, MRS. E. R. GRANT—Director.

Foods Suitable for Children 12 to 18.

Any wholesome nutritious food including cabbage, kale, corn, radishes, chopped nuts, olives, grapefruit and berries, which have not before been

mentioned, may be served now. The growth producing foods such as butter, whole milk, egg, fruits, cereals and leafy green vegetables should still predominate. Coffee and tea are absolutely forbidden.

The girls' diet should represent great variety; be well cooked, attractively served, easily digested, and high in iron.

Normal boys need a much greater quantity of food during this period of growth than girls. Their diet should consist of concentrated, easily digested food.

A quart of milk per day is still necessary for both boys and girls and neither should be permitted to go to school without breakfast.

Eating between meals is forbidden except when hunger really exists. Then bread and butter (without sugar), or whole grain crackers may be served.

No sweets should be eaten then as they dull the appetite.

—Used by permission of the Penn. State Dept. of Education.

Some expert authorities on nutrition add fruit to the foods that may be eaten between meals when hunger really exists.

Plan a good breakfast suitable to the age of the class, using cooked cereal as one item.

1. Types of breakfasts.
2. Food used.
3. Cost.

Plan a well-balanced dinner for a family.

1. Consider the ages and activity of the members of the family,

season of the year, and economic conditions.

2. Foods used.
3. Cost of food, ways of reducing the cost.

Plan from the dinner menu of yesterday.

1. Use of "left overs."
2. Types of menus.
 - a. Those which save fuel.
 - b. "One dish" meals.

(See bibliography—Vegetables, Cereals, page 393. Fruit, page 393.)

(Classification of foods, page 293.)

(Well-balanced meals, page 300.)

The Food Budget

"Food is so large an item in the family budget and is so important a factor in health that the wise expenditure for it is a definite health problem.

"The habits which we acquired during the war, of judiciously using and carefully conserving all foods, should become permanent national assets not merely in the interest of increasing the food supply, but also in the interest of a less extravagant and a saner national life."

—"*Home Economics Bulletin*," Iowa State Agricultural College.

"Pupils should be given some idea of the making of a family budget. It would be unwise to send them home to investigate how the money is spent, but cases may be invented by the teacher which will serve to illustrate how to plan wisely for the spending and saving of the family income. They should be made familiar with the usual division of income into rent, food, clothing, recrea-

tion, saving, benevolence, and sufficient illustrations should be given to have them understand the proportion which may be allotted to each."

—*Course in Citizenship, Iowa.*

Topics of Study:

Wise purchasing of food. What and how much to buy; when and where to buy it.

Assign different projects to members or groups in the class.

1. Visit grocery stores and markets to determine difference in cost of foods in various forms.

2. Study market quotations in the newspapers for prices, if possible. Study market prices from papers from many localities.

3. Determine what foods should be bought by the week and what ones by the month.

- a. Perishable foods by the week.
- b. Staple foods by the month or longer.

4. Compare cost and food value of prepared and unprepared food.

5. Compare the cost and food value of dried and fresh vegetables and fruits.

6. Compare the nutritive and cost values of good substitutes and the original food.

7. Teach that the total expended for milk should equal or exceed that for meat; that the total expended for fruit and vegetables should equal or exceed that for meat.

When are substitutes advisable?

1. Butter substitute.
 - Oleomargarine, corn oil, other prepared fats.
 - a. For shortening.

- b. As a medium in which to cook other foods.
 - c. In mayonnaise dressings.
2. Meat substitutes.
- Nuts.
- a. They have a high protein content and a high fat content as well.
 - b. They should be thoroughly masticated.
 - c. Often they are considered indigestible because people eat them between meals instead of eating them as a part of the meal.
 - d. Nuts are a reasonable source of protein and fat.
 - e. Peanuts are cheap, but imported nuts are usually costly and considered a luxury.
 - f. When combined with other foods, nuts add to the flavor and appearance of dishes.
 - g. When used in breads and cakes they take the place of butter or other fats.
 - h. Broken or pounded nuts are easier to digest.

Cheese.

Compare the price of cheese and meat, fish, beans and lentils.

3. Sugar.

Syrups and molasses in cakes frozen puddings, icings, candies, pastry.

Budget making.

Teach the children the necessity of keeping:

1. A record of expense so that the family will not live beyond its means.
2. A simple system of keeping accounts, showing how the percentage of the income al-

lowed for each division will depend chiefly on the size of the income and the ideals or standards of the family.

3. Good health habits are an economy.

- a. Increase efficiency.
- b. Decrease doctor bills.

Meaning of and how to plan a budget.

Factors in cost of food.

1. Source of supply—near or far.
2. Middleman.
3. Perishableness.
4. Seasonableness.
5. Method of cooking.
6. Intelligent buying.

a. Planning market order in advance: perishable foods by week, and staple foods by month or longer.

b. Economic buying: Comparison of commercially cooked and home cooked products. Home grown and imported products. Scarcity and ample supply.

c. Relative economy of foods: whole vs. skim milk; cooked cereal vs. ready prepared; and dairy products vs. meat (for the child).

d. Expenditure for typical foods in proportion to the dietary: total expended for milk should equal or exceed that for meat; total expended for fruit and vegetables should equal or exceed that for meat.

—Used by permission of the State Dept. of Public Instruction, Penn.

CHAPTER XII

Tobacco and Alcohol

Tobacco

Grade VI

Tobacco is the most commonly used drug, and its evil effects should be impressed upon the minds of both girls and boys. The injurious effects of opium, morphine, chloral, cocaine, and the effect of tea and coffee, should also be emphasized, and the lessons should be reinforced from time to time.

Human experience shows that the use of tobacco may unfavorably affect digestion, cause serious disorders of the heart, and impair the work of the nervous system. Those training for athletic events are usually forbidden the use of tobacco because it "takes the wind," i. e., makes impossible the most efficient training of the heart. Many employers have found that youths who smoke cigarettes are less reliable in their work; and this is only one instance of the effect upon the nervous system already referred to, the same result being observed in a diminished steadiness of the hand, often amounting to actual tremor.

These effects do not, of course, manifest themselves in their extreme form whenever tobacco is used; but it is probable that they are always present in some degree. Whether

they are noticeable or not depends largely upon the ability of the constitution to resist them.

—*Adapted from, "Course in Physical Training," New Jersey Dept. of Education.*

Grade VII

1. Especially to be condemned is the use of tobacco by those who have not attained their full growth.

2. During youth nothing should be allowed to interfere with the best development of the heart and nervous system, and the use of tobacco endangers the proper development of both of these most important parts of the human mechanism.

3. It can hardly be doubted that many a young man has failed to make the most out of life because the habit contracted in youth has struck in this way at the foundations upon which he had subsequently to build.

Grade VIII

The use of tobacco is doubly dangerous because its results are so insidious. They appear only after a long period of time, then they creep on slowly, and are attributed to some other cause. It is unfortunate, also, that the chief inroads of tobacco are on the younger men. Before full ma-

turity of body and mind are attained the effects are much more marked than on the more resistant adult tissues. Again some individuals are much more susceptible to a given amount of tobacco than others, and it is impossible to tell beforehand, whether or not a given individual will fall within this class.

Inhaling smoke.

1. The inhaler of cigarette smoke breathes the actual smoke of the tobacco.

2. By this act he gets, at full strength, all toxic substances of the smoke. Carbon monoxide is known in particular to enter the blood and render useless some of the red cells.

3. As a result the blood has less capacity to carry oxygen. This gas also tends to deaden the white cells and to render them less effective as defenders of the body.

4. The inhaler is then, unconsciously, but none the less surely, poisoning himself—not enough to kill, but sufficiently to materially lessen his vitality, and render him the more ready victim, not only of some respiratory disease, but also to cause him to be more readily overcome by

any other disease that may attack him.

5. It is no wonder that the appetite of the smoker often fails, that his digestion suffers, that his heart palpitates or becomes irregular; that he becomes nervous, irritable, and forgetful, and oftentimes dull mentally; and that in excessive smokers the eyesight sometimes fails.

6. Such a person is suffering from chronic nicotine poisoning.

—DR. H. N. SISCO.

Athletics and Tobacco.

1. Competition in athletics is so keen today that to be successful it is necessary to take advantage of every aid. The best men need constant care and training to keep them in such condition that they may exert themselves so as to produce the maximum amount of skill, speed, strength and endurance.

2. I know that the men who never smoke need less special development, get into condition quicker, and remain in condition longer and easier than those who smoke. Non-smokers are always sought by the coaches for the above reasons and are picked for the teams at once.

—KEENE KIRKPATRICK.

Alcohol

"O that men should put an enemy into their mouths to steal away their brains."

Effects of alcohol.

Higher death rate among alcohol users.

Lowers resistance to disease.

Impairs the nerves and brain.

Overworks the heart.

Decreases muscular efficiency.

Causes diseases of the liver.

No one can question the tremendous strength of the moral indictment against alcohol. The burden of misery, disease, vice and crime that is due to drunkenness is admitted by all.

Unfortunately the man who drinks is not the only one who pays. Family, friends, society at large—all must pay some portion of the final drink bill of the man whose life is marred by alcohol. If the alcoholic influence is slight, the bill may be small, but there is always a bill, and it must always be paid.

—“*Keep-Well Leaflets*,” *Life Extension Institute*.

From your text book study the effects of alcohol upon the different organs of the body.

1. Physical effects.
 - a. Heart and blood vessels.
 - b. Brain.
 - c. Body.
 - d. Morals: lawlessness as

well as other effects.

2. Economic effects.
 - a. Use of farm land and labor.
 - b. Diversion of labor, transportation, storage and factories from other uses.
 - c. Cost to user and to his family.
 - d. Cost to the city, state and nation.
3. Alcohol and patent medicines.

Most patent medicines in liquid form contain alcohol, or poisonous drugs; frequently they contain both.

—*Used by permission of the State Dept. of Public Instruction, Penn.*

CHAPTER XIII

Weighing and Measuring

"The growing years are precious years and can be lived but once. Failure to grow and gain, results in malnutrition."

—DR. CHARLES HENDEE SMITH.

Why Malnutrition Should be Treated

1. The effects of malnutrition in childhood may last to adult life.
2. It may produce prolonged ill health or feeble resistance to disease.
3. The child may grow up not strong enough to do the average work of a man or woman.
4. There is a growing recognition of the condition of malnutrition as being the result of ill health or at least of ill-being.
5. Underweight or failure to gain may be the first sign of tuberculosis or other disease.
6. The child needs a reserve:
 - a. To build new tissues of growth.
 - b. To repair waste.
 - c. To be prepared for the loss due to a possible future illness.

Value of Weighing and Measuring

1. Creates an interest in the child's own health.
2. Serves as a partial index to health.

3. Gives a basis for emphasizing good health habits.
4. Affords an opportunity for co-operation between the school and the home.

A child in good physical condition will gain from month to month. This gain will be continuous but not necessarily uniform

Equipment

1. A pair of scales with height rod if possible.
2. If there is no height rod use two yard sticks or tapes securely tacked against a wall having no base board, or against a door jamb.

(Use tapes only when yard sticks are not available.)

3. Class room weight charts may be secured free of charge from the U. S. Bureau of Education, Washington, D. C.
4. Roll of Health Knighthood charts may be secured from your state tuberculosis association. These combine the U. S. Bureau of Education weight charts with the Modern Health Crusade system.

Procedure

1. Line up the children in order of height.

2. The child removes his sweater or coat and shoes.
3. Determine the height by the child's standing very erect with the head, the shoulders and the heels touching the measure.
4. An empty chalk box on top of the child's head is a good slide for measuring the height. Place box on top of the child's head, and the end of the box flat against the height measure, the bottom surface touching the child's head. Note the height at the point where the bottom of the box touches the measure.
5. Child stands still on the center of the scales. Note the weight.
6. Record the weight. (Older pupils can be of great help here.)
7. Give the child a record with instruction to take it home to the parents.
8. See that the parents get this record.
9. Check the data—give instruction in good health habits.
10. Check the gains on the class room weight or individual weight charts. If the gain is not regular find the reasons.
11. Divide into groups:
 - a. Normal: correct weight for height or not more than a 10% deviation.
 - b. Underweight: 10% or more underweight for height.

Causes of Malnutrition

1. Inheritance.
2. Past illness.
3. Present defects or disease.
4. Bad hygiene or improper diet.

5. Social factors and environment.

—DR. CHARLES HENDEE SMITH.

Evidences of Malnutrition

1. The child shows little or no gain in weight each month.
2. Is pale, dull, listless, tires easily, has no ambition for work or play, or is over-ambitious, constantly active and restless.
3. Is nervous, fretful, hard to please.
4. Eats and sleeps badly; has no appetite.
5. Is constipated or has loose bowels.

General Nutrition Program

1. Weighing and measuring.
2. Definite record of the child's growth.
3. Physical, mental and habit examination.
 - a. To ascertain the health status of the child.
 - b. To determine the regulation of activities to prevent fatigue.
4. Duties of parents.
 - a. Preparation of well balanced meals.
 - b. Study of the food and drink the child consumes.
 1. At meals.
 2. Between meals.
 - c. Supervision of the way he eats and drinks.
 1. Foods chewed thoroughly.
 2. Fluids sipped slowly.
 - d. Noting the regularity of bowel movement.
 - e. Seeing that the child rises

early enough to have time to eat a nourishing breakfast without hurrying and to have a bowel movement before starting for school.

- f. Knowledge of amount of sleep and rest.
- g. Provision of fresh air at night and by day.
5. Removal of physical defects.
6. Regular rest and lunch periods.
7. Modified school program to meet the child's needs.
8. School credit for health work.
9. Nutrition classes and diagnostic clinics for problem cases.
10. Use of the nutrition chore record, page 360.

Weight Tags, Charts and Records

Write for samples to:

Your State Tuberculosis Association at the State Capital.
The National Dairy Council, Chicago, Illinois.

Elizabeth McCormick Memorial Fund, Chicago, Ill.

Dietetic Bureau, 376 Boylston Street, Boston, Mass.

American Child Health Association, 370 7th Ave., New York, N. Y.

The Philadelphia Inter-State Dairy Council, Boyertown Building, Philadelphia, Pa.

Woman's Home Companion, New York City, N. Y.

Nutrition Clinics for Delicate Children, 44 Dwight Street, Boston, Mass.

Make tags in the drawing or hand work period.

Read "Contests" by Louise Strachan, page 370.

The tuberculosis associations of Colorado, Washington, D. C., and California issue helpful material on weighing and measuring. Write them for prices.

The weight-height-age tables given in this book are considered the most accurate and serviceable available. Other tables now in use showing slight variation from those in this book may be used with good results, if they are preferred.

Approximate Monthly Gain in Weight

BOYS		Gain	
Age			
5 to 8 years.....	8	6	ounces
8 to 12 years.....	12	8	ounces
13 to 16 years.....	16	16	ounces
16 to 18 years.....	18	8	ounces

GIRLS		Gain	
Age			
5 to 8 years.....	8	6	ounces
8 to 11 years.....	11	8	ounces
11 to 14 years.....	14	12	ounces
14 to 16 years.....	16	8	ounces
16 to 18 years.....	18	4	ounces

Prepared by Dr. L. Emmett Holt

Weights According to Age Periods

MEN		Height					
Feet In.		19	20-24	25-29	30-34	35-39	40-44
4	11	111	117	122	125	127	130
5	0	113	119	124	127	129	132
5	1	115	121	126	129	131	134
5	2	118	124	128	131	133	136
5	3	121	127	131	134	136	139
5	4	124	131	134	137	140	142
5	5	128	135	138	141	144	146
5	6	132	139	142	145	148	150
5	7	136	142	146	149	152	154
5	8	140	146	150	154	157	159
5	9	144	150	154	158	162	164
5	10	148	154	158	163	167	169
5	11	153	158	163	168	172	175
6	0	158	163	169	174	178	181
6	1	163	168	175	180	184	187
6	2	168	173	181	186	191	194
6	3	173	178	187	192	197	201

WOMEN		Height					
Feet In.		19	20-24	25-29	30-34	35-39	40-44
4	11	110	113	116	119	122	126
5	0	112	115	118	121	124	125
5	1	114	117	120	123	126	130
5	2	117	120	122	125	129	133
5	3	120	123	125	128	132	136
5	4	123	126	129	132	136	139
5	5	126	129	132	136	140	143
5	6	130	133	136	140	144	147
5	7	134	137	140	144	148	151
5	8	138	141	144	148	152	155
5	9	141	145	148	152	156	159
5	10	145	149	152	155	159	162
5	11	150	153	155	158	162	166
6	0	155	157	159	162	165	169

(A) WEIGHT TABLE FOR HEIGHT AND AGE

Height Inches	Av. wt. for ht. (lbs)	5 Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	11 Yrs	12 Yrs	13 Yrs	14 Yrs	15 Yrs	16 Yrs	17 Yrs	18 Yrs	19 Yrs	Height Inches
39	35	35															39
40	36	36	36*														40
41	38	38	38	38*													41
42	39	39	39	39*	39*												42
43	41	41	41	41*	41*												43
44	43	43	43	43	43*												44
45	45	45	45	45	45*	45*											45
46	48	47*	48	48	48*	48*											46
47	50	49*	50	50	50	50*	50*										47
48	53		52	53	53	53	53*										48
49	55		55	55	55	55	55*	55*									49
50	58		57*	58	58	58	58*	58*	58*								50
51	61			61	61	61	61	61*	61*								51
52				63	64	64	64	64	64*	64*							52
53					66*	67	67	67	67*	68*							53
54	70				70	70	70	70	70	71	72*						54
55	73				72*	73	73	73	74	74	74*						55
56	77				76*	76	77	77	77	78	78						56
57	81					79*	80	81	81	82	83	83*					57
58	85					83*	84	84	84	85	86	87					58
59	89						87	88	89	89	90	90	90				59
60	93						91*	92	92	93	94	95	95				60
61	99							95	96	97	99	100	103	106*			61
62	104							100*	101	102	103	104	107	111	115*		62
63	111							105*	106	107	108	110	113	118	123	127*	63
64	117								109	111	113	115	117	121	126	130*	64
65	123								114*	117	118	120	122	127	131	134	65
66	129									119	122	125	128	132	136	139	66
67	133									124*	128	130	134	136	139	142	67
68	139										134	134	137	141	143	147	68
69	144										137	139	143	146	149	152	69
70	147										143	144	145	148	151	155	70
71	152										148*	150	151	152	154	159	71
72	157											153	155	158	163		72
73	163											157*	160	162	164	167	73
74	169											160*	164	168	170	171	74

*The figures not starred represent exact averages in round numbers; those starred, smoothed or interpolated values.

About What a BOY Should Gain Each Month

AGE	AGE
5 to 8.....6 oz.	14 to 16.....16 oz.
8 to 12.....8 oz.	16 to 18.....8 oz.
12 to 14.....12 oz.	

(B) WEIGHT TABLE FOR HEIGHT AND AGE

Height Inches	Av. wt. for ht. (lbs)	5 Yrs	6 Yrs	7 Yrs	8 Yrs	9 Yrs	10 Yrs	11 Yrs	12 Yrs	13 Yrs	14 Yrs	15 Yrs	16 Yrs	17 Yrs	18 Yrs	Height Inches
39	35	34	34	36*												39
40	36	36	36	36*												40
41	37	37	37	37*												41
42	39	39	39	39												42
43	41	41	41	41*												43
44	42	42	42	43	43*											44
45	45	45	45	45	45*											45
46	48	47*	47	48	48*											46
47	50	49*	50	50	50	50*										47
48	52		52	52	53	53*	53*									48
49	55		54	54	55	55	56	56*								49
50	58		56*	56	58	59	59	61	61	62*						50
51	61			59	60	61	61	63	65	65						51
52	64			63*	64	64	64	65	67	67						52
53	68			66*	67	68	68	69	69	71*						53
54					69	70	70	71	71	73*						54
55	75				72*	74	74	74	75	77	78*					55
56	79				76	78	78	78	81	83*						56
57	84				80*	82	82	82	84	88						57
58	89					84	86	86	88	93	96*					58
59	95						87	90	90	92	96	101*				59
60	101						91*	95	95	97	100	103*	104*			60
61	108							99	100	101	105	108	112	113	116	61
62	114							104*	105	106	109	113	115	117	118	62
63	118								110	110	112	116	117	119	120	63
64	121								114*	115	117	119	120	122	123	64
65	125								118*	120	121	122	123	125	126	65
66	129									124	124	125	128	129	130	66
67	133									128*	130	131	133	133	135	67
68	138									131*	133	135	136	138	138	68
69	142										135*	137*	138*	140*	142*	69
70	144										136*	138*	140*	142*	144*	70
71	145										138*	140*	142*	144*	145*	71

(A) & (B) PREPARED BY DR. BIRD T. BALDWIN and DR. THOS. D. WOOD.

About What a GIRL Should Gain Each Month

AGE	AGE
5 to 8.....6 oz.	14 to 16.....8 oz.
8 to 11.....8 oz.	16 to 18.....4 oz.
11 to 14.....12 oz.	

Dr. Wm. R. P. Emerson states that the child habitually 7% underweight is undernourished. He uses the word "habitually" because there is often a loss of weight due to temporary conditions. Other authorities equally eminent use 10% underweight for the standard.

General Suggestions

Be *absolutely accurate* in measuring. A slip of the rod or ruler may mean a difference of 1 to 3 pounds in weight and height average.

Interest the child in following his weight curve by the use of charts, graphs, stars or other devices.

The most important point to note in a child who is underweight and has no physical defects is to watch his gain. If he makes a regular, definite gain in weight each month there is no cause for concern over his deviation from the standard.

(See bibliography, Nutrition, page 392. Read quotations on Nutrition, page 220.)

"With children and with any one who is undernourished, food, preferably milk, taken at regular hours between meals is often beneficial. Some children will gain more rapidly on four or five small meals than three larger ones. There are occasional exceptions to this rule."

—DR. LINSLEY R. WILLIAMS.

CHAPTER XIV

Drills

Toothbrush Suggestions

1. The great value of the toothbrush drill lies not so much in the actual brushing done at the time but in the formation of the daily habit.

2. Toothbrush drills should be held out of doors whenever possible. While brushing, spray from the toothbrush flies to some distance. Exercise care that this spray may not reach the other children during the drills.

3. Work out the drill according to the facilities offered: (a) running water, (b) single bowl, (c) trough with various jets, and (d) individual cups.

4. Daily inspection or questioning on the number of pupils having toothbrushes, and number of pupils who brush their teeth regularly.

5. Brush—a medium stiff, moderate sized brush is best but the first great objective is to encourage its daily correct use. In the upper grades discuss different makes of brushes and kinds best suited to different sized mouths.

6. Care of toothbrush.

- a. Carefully rinse after using in *hot* water whenever possible.
- b. Shake well.
- c. Place where it may become thoroughly dry.

d. Direct sunlight is the best drier and disinfectant.

e. Sterilize periodically in very hot water.

f. Soak a new toothbrush in water at least one hour before using. This sets the bristles.

7. If you have no paste or powder put some salt in a glass of water and brush your teeth with the salted water.

8. Brush at least two minutes each time. Three minutes are better. A sand glass used as a guide for boiling eggs is excellent to use as a time gauge for brushing.

9. Brush the gums, roof of the mouth, and tongue as well as the teeth.

Lime Water Wash

It has been found that lime water is a fine solvent for the glue-like accumulations of food and mucus which collect on and between the teeth where the brush cannot reach.

As compared with commercial mouth washes, it is just as effective, is simple to make, and is inexpensive.

Aim: To create a desire to use lime water as a hygienic mouth wash.

To show how it can be made easily and at a small expense.

1. Buy a lump of coarse un-slacked lime, the kind used for coarse plaster.
2. Crush it into fine powder.
3. Place half a cupful in an empty quart jar and fill nearly full of cold water.
4. Thoroughly shake and allow the lime to settle to the bottom of the jar. This will take several hours.
5. After it has settled, pour off as much of the clear water as you can without losing any of the lime. This first mixing contains the washing of the lime.
6. Fill again with cold water, shake well, allow it to settle again.
7. Into an empty twelve ounce bottle, pour carefully the clear lime water. Do not stir the lime in the bottom of the jar.
8. Fill the quart jar with cold water, shake thoroughly, cover carefully to keep out the dust, set aside to use when the twelve ounce bottle is empty.
9. This process may be repeated until the half cup of lime has made five or six quarts of mouth wash.
10. Dilute the lime water, two tablespoonsful to a pint of boiled water at first until the gums have become hard and healthy from its use. Then use it clear and full strength.
11. Use after the child is old enough to understand the pro-

cess of rinsing the mouth without swallowing.

Toothbrush Drill

1. Toothbrushes should be brought to school, well wrapped in clean paper.
2. Keep them wrapped until time for the drill.
3. Hold the cup of water in the left hand, turn on the water faucet, or pour water from an individual cup.
4. Lean forward.
5. Brush the outside of the teeth with a stroke, always from the gums to the edge of the teeth.
6. Brush the inside of the teeth with the brush at such an angle as to cover both the cutting surface and the inside of the tooth.
7. Rinse the mouth, rinse the brush, and shake well.

Ask the children to bring brushes every morning for a few days until they learn how to brush their teeth correctly.

There are four main points to remember in brushing the teeth: (1) outside, (2) inside, (3) front, and (4) top.

Some dentists recommend the rotary method of brushing the teeth.

1. Place the brush against the teeth, being careful it does not touch the gums.
2. Move the brush with a rotary motion until the bristles enter the spaces between the teeth. This removes food particles.
3. With a more brisk rotary motion, brush the surface of the

teeth. Use the rotary method for the spaces between the teeth in either instance. Nine-tenths of tooth decay starts between the teeth. A clean tooth has a

ninety-eight per cent better chance to resist decay than an unclean one. A decayed tooth is a nest for disease germs.

Handkerchief Drill

1. Request each child to bring a clean handkerchief to school for the drill.
2. At the appointed time, talk about drills, exercises, or practice. Ask the children to name different kinds of drills they have known.
3. Handkerchief Drill or "Practice." Ask the children to tell for what the handkerchief should be used.
 - a. To blow the nose.
 - b. To catch the sneeze.
 - c. To catch the cough.
4. Teach them to give short, quick, forceful blows, to cover both the nose and the mouth when coughing or sneezing and to fold the handkerchief neatly so that the hands shall not be soiled.
5. In the upper grades, call attention to the importance of not forcing air up through the nose and into the ears when "blowing the nose." It may cause sinus and ear infection.
6. Close the opposite nostril very tightly. Never blow both nostrils at the same time. Mouth slightly open.
7. Fold the soiled portion of the handkerchief on the inside. Return to the pocket.

8. With younger children especially emphasize keeping the handkerchief out of sight when not in use. (So many children chew their handkerchiefs and play with them. Disease is often transmitted in this way.)
9. It is well to have a supply of white paper napkins or clean white cloths, for the children who forget their handkerchiefs. Commercial firms have paper handkerchiefs that are very satisfactory.

N. B. The leader should have an immaculate handkerchief for the demonstration.

Waving the handkerchief often scatters diseases. How?

Why should people who are ill use paper handkerchiefs or cloths that should be burned?

Demonstration of Hand Washing

1. Articles for demonstration: Wash basin of water, clean towels, clean cake of soap, nail file, and nail brush.

Everything should be as dainty and as attractive as it can possibly be made. The teacher's best nail file and brush will add to the occasion. From this lead the children to see that accessories only make things attractive and are not necessary to

cleanliness. A toothpick answers the purpose as well as a nail file, and a small vegetable brush can well be substituted for the more expensive one with equally good results.

2. Method

- a. Thoroughly soap the hands.
- b. Use plenty of water.
- c. Scrub vigorously with the palms of the hands first.
- d. Use the brush, carefully scrubbing the nails, knuckles and bony parts of the wrist. (These are the places where the dirt collects most readily and is removed with greatest difficulty.)
- e. Thoroughly dry the hands, wiping under the nails. The importance of carefully drying the hands cannot be over-estimated, especially in the winter time.
- f. Use the nail file, carefully cleaning each nail.

- g. Empty the water and put everything in place neatly. If there is running water and enough bowl space let this now be a class demonstration. If not the children can go through the motions, singing:

"This is the way we wash our hands." (Tune—Here we go round the Mulberry Bush.)

3. Times to wash the hands: (a) Before each meal, (b) before handling food, (c) after going to the toilet, and (d) at other times when they are soiled.

It is very true that the ordinary washing of the hands does not make them surgically clean. But it certainly decreases a very large number of germs which may be present on the hands and greatly minimizes the possibility of their entering the body or of their being passed on to others.

CHAPTER XV

Rest

"Sleep, thou repose of all things,
thou gentlest of the deities, thou
peace of the mind from which care
flies; who dost soothe the hearts of
men wearied with the toils of the

day and refittest them for labor."
—OVID.

(See bibliography, Rest; page
395; Stories, page 135; Poems
and quotations, page 224.)

Sleep and Rest

Grade I

Talk to the boys and girls about
the necessity of sleep, how it helps
us, and how its loss affects us.

Requirements of a good healthy
sleep.

1. Fresh air—windows open.
2. Cleanliness.
3. Sleep alone if possible.
4. Bed, pillow, covering. Kind
and why?
5. Relax—why?

Story Play—"Sleep," page 185.

"Parents and educators need a greater
appreciation of the fact that children ex-
pend a vast amount of energy and
strength in the process of growing. The
importance of quiet restful sleep during
infancy can not be over-emphasized.
The nervous system must be carefully
guided against over-stimulation. Such
care should commence early in infancy
and continue throughout childhood."

—DR. FRANCIS H. MACCARTHY.

Chore—I was in bed eleven or more
hours last night and kept the
windows open.

Review with the children:

Sleep—how it helps us.

Loss of sleep—how it harms us.

Requirements of sleep:

Fresh air, cleanliness, sleeping
alone if possible, and lying
"long."

Where do you sleep?

How many are in the room?

Why do you need fresh air?

Time for sleep.

Eleven hours or more.

"While you are asleep, your body is
mending itself, growing and getting ready
for the next day's work and play. You
grow a great deal in your sleep. That
is why babies and children who are grow-
ing need so much more sleep than
grown-ups."

Sleep Chart

1. Get a long piece of paper, and
measure off on it a band $\frac{1}{2}$ inch wide
and 12 inches long.

2. Mark off on it the half inches.
Every $\frac{1}{2}$ inch will represent one
hour. Call the first $\frac{1}{2}$ inch 1
o'clock at night; call the second $\frac{1}{2}$
inch, 2 o'clock and so on, until you
come to 12 o'clock noon. Call the

next mark 1 o'clock in the afternoon, the next, 2 o'clock and so on, up to 12 o'clock midnight.

3. What time did you get up this morning? Put a mark at this time, on your scale.

4. What time did you go to bed last night? Put a mark at this hour, on your scale. Now blacken the parts of your scale when you slept. Now you have a sleep-map. How many hours did you sleep? Is this enough?

5. How many children sleep 8 hours? 9 hours? 10 hours? 11 hours? —MARY S. HAVILAND, *"The Most Wonderful House."* Used by permission of the J. B. Lippincott Co.

Tell the "Wake up Story," page 142.

Make a sleep poster, emphasizing open windows. Explain that the sleeping rooms should have good ventilation because so many hours are spent there and fresh air is necessary to good health.

Grade II

Where do you sleep?

How many are in the room?

Why do you need fresh air?

How many storm windows? Why open?

School room tests:

A child goes outside, stays for a short time, returns and reports whether the air *smells* pure.

A little work, a little play,

And lots of quiet sleep.

A cheerful heart and a sunny face
Lessons learned and things in place.

Ah, that's the way children grow,
Don't you know?

That's the way the little children grow.

Ask the children to bring pictures for a sleep poster.

Little children in nighties.

Room showing windows open.

Beds—mattresses—clocks—watches.

Proper way to sleep.

1. Lie long.

2. Clean bed.

3. Clean night clothing.

4. Remove underwear, place to air.

5. Light warm bed clothing.

If there is insufficient clothing newspapers under the mattress or between the covers add greatly to warmth.

6. Plenty of fresh air.

7. No light or very little.

Form a "Sandman's Brigade."

Rules for belonging to "Sandman's Brigade."

1. Sleep eleven hours or more with windows open.

2. Have light in the room.

3. Weigh yourself when you join the brigade.

4. After you have been a faithful member for one month weigh yourself again to see if you have gained in weight.

—MARY S. HAVILAND, *"The Most Wonderful House,"* Lippincott.

Grade III

Bring pictures for a sleep poster.

(See Posters, page 374.)

Make a sleep poster, emphasizing open windows.

Value of sleep.

1. Necessary to good health.

2. Children and grown-ups

who get insufficient sleep are:
 Ill-humored.
 Ill-tempered.
 Unpleasant companions.

3. The body needs to be repaired.

This is done while we rest and sleep.

4. Children grow more during sleep than when they are awake.

5. Good sleep makes us feel fresh, rested, happy and ready for play and work.

Hours of sleep.

<i>Years</i>	<i>Amount required</i>
4 to 7	12 hours
7 to 9	11 hours
9 to 12	10 hours
12 to 16	at least 9 hours
Grown ups	7 to 8 hours, sometimes more.

—O'SHEA AND KELLOGG, *"Building Health Habits," Macmillan Company.*

Weigh and measure the children.

Grade IV

"Early to bed and early to rise,
 Makes a man healthy, wealthy and wise."

—FRANKLIN.

If early to bed, and early to rise,
 You'll be, as they tell me, both wealthy
 and wise,
 If health you would keep, this counsel
 you'll take,
 Be early asleep and be early awake.
 'Tis good for your health, 'tis good for
 your purse,
 No doctor you'll need, and but seldom a
 nurse.
 Then early to bed, and early to rise
 If you would be healthy, wealthy and
 wise.

(These lines were found in an old fashioned story book published in 1840—"Little Songs for Little Singers." Lowell Mason.)

Children grow mainly while sleeping and resting.

Do you want to grow stunted?

Tired children learn badly and often drift to the bottom of the class.

Do you want to be stupid?

Sufficient sleep draws a child onward and upward.

Insufficient sleep drags it backward and downward.

Which way do you want to go?

—*Precepts issued by the London Health Council.*

Grade V

The Importance of Sleep.

1. The only complete rest for body and mind is in sleep, and no one can keep healthy without satisfying this need.

2. In sleep, the blood supply going to the brain is so decreased that we lose consciousness; that is, we do not think or feel or have any knowledge of what is going on about us.

3. The depth or completeness of sleep varies.

4. During the first part of the night one usually sleeps soundly while toward morning it becomes more and more easy to waken to full consciousness.

5. Halfway between sleep and waking is the land of dreams, in which, as the blood goes back to the brain and the nerve cells begin to act again, strange memories and associations of all kinds form a curious, confused picture in the mind.

6. In a state of deep and dreamless sleep, the cells of the nervous system are best able to free themselves of their waste products and to

build themselves again for the work of the coming day.

Place on the board 9 hours, 10 hours, 11 hours.

Under each column place the names of the pupils who, each night, sleep that number of hours.

Emphasize the need of sufficient sleep.

Outdoor sleeping usually promotes sound, refreshing sleep, but occasionally the early morning light is disturbing. Sometimes the glare of the sun causes actual eye strain. The eyes and face should be protected from the light as far as possible. A simple device is to tie a clean black stocking or other shield over the eyes.

Eyestrain is a fertile cause of insomnia. Restless sleep, like headache, calls for thorough examination of eyes and eye-habits.

—*National Tuberculosis Association.*

Grade VI

"He giveth his beloved sleep."

—*The Old Testament.*

Chore—I was in bed ten hours last night, windows open. I did not allow a pillow to make me "round-shouldered."

When you waken in the morning are you tired?

Reasons for being tired.

1. Not sufficient sleep.
2. Body poisoned from indigestion, worry or uncleanness.
3. Lack of fresh air in sleeping room.
4. Nervous system exhausted.

Every one who has had a sufficient number of hours of sleep awakens

rested if he is in good physical condition. If you waken tired find the reason. Remember the body can starve for sleep just as it can starve for food.

Grade VII

"It is in the long, sweet hours of sleep that the tired body gains strength and rest for the work of the day."

—DR. FRANK CRANE.

Lack of sleep.

1. Renders the blood impure.

The red cells of the blood are replaced during sleep.

2. Makes the individual tired, cross and disagreeable.
3. Injures the nervous system.
4. Hinders growth.

Hours of sleep.

Every seventh grade girl and boy should have at least nine hours' sleep every night.

Ask the children to turn the underwear inside out and to shake it when they remove it. The dust that arises mostly is dead skin. Emphasize the removal of the underwear at night and of hanging it to air.

A GUEST MOTTO

Sleep sweetly in this quiet room,
O thou, whoe'er thou art,
And let no mournful yesterdays
Disturb thy peaceful heart;
Nor let tomorrow scare thy rest,
With dreams of coming ill;
Thy Savior is thy changeless friend
His love surrounds thee still.
Forget thyself with all the world,
Put out each glaring light,
God's stars are shining overhead
And He can give Good-night.
He cares for every weary one,
In peace the soul can keep,
And when we miss the earthly sun,
Gives his beloved, sleep,
Good-night!

(Use this motto for a correlation of art and sleep.)

Grade VIII

Points to teach about sleep.

Teach the value of sufficient rest,

regular hours, quiet, fresh air, cleanliness of body and clothing, bedding and room. It is best to use a low pillow or none at all, and to lie on either side, legs out straight.

Sunshine

Story—"The Sunbeam Soldiers to the Rescue," page 100.

How does the sunshine help?
Makes things grow and gives strength.

What happens to plants that have no sunshine? They are pale, sickly and weak.

"The poor little plant shut away from sunshine and air said, 'I am so sick, give me some water to drink, give me some food to make my stems strong, give me some sunshine and fresh air to warm me and make nice green color come into my leaves.'"

—MAY FARINHOLT-JONES

Fresh air and sunshine make people healthy just as they purify water

and give new life to plants and animals.

Sunshine is the finest germicide in the world.

(See Poems and quotations, Sunshine, page 205.)

Air and sunshine give health, strength and growth.

Compare children to plants.

Show how potato sprouts in the cellar are pale and sickly.

Show how the fresh air and sunshine make them beautiful, strong, and sturdy, and give them good color.

Ask the children to bring pictures for a fresh air poster.

CHAPTER XVI

Colds and Tuberculosis

Colds

Grade I

Use of handkerchief.

(See Handkerchief drill, page 315.)

Colds and their prevention.

MARY'S COLD

"Mary had a little cold, which started in her head,

But she was very careful and did not let it spread.

She sneezed into her handkerchief, she coughed into it too,

She breathed fresh air into her lungs, she knew just what to do.

So Mary stopped the little cold, which started in her head,

And no one caught it from her nor had to go to bed."

—MINNIE R. ADAMS, *"Rhymes for Little Folks."* Champaign, Illinois.

Grade II

Handkerchief drill.

(See Drill, page 315.)

Permit the children to dramatize the story, "The Cotton Baby," page 49.

Bring out the use of handkerchiefs of all nations.

Japan—paper,

England, Italy, America—cotton.

France—linen and silk.

Why do we carry handkerchiefs?

When—on any special day? Sunday? Or all the time?

Is it safe to carry a dirty handkerchief?

Should we wipe our hands or our

desks with our handkerchief and then our noses? Why? Do we lend or borrow handkerchiefs? Do we use our handkerchief for our little brothers and sisters? Why not? Inspect handkerchiefs.

—VIRGINIA LEWIS.

Story—"How the Holly Berry Almost Lost Its Red Cheeks," page 35.

Grade III

How colds are caught.

1. Placing in your mouth, hands, fingers or pencils which contain disease germs.

2. Breathing germs that have been openly coughed or sneezed by some one near by.

3. Using the same handkerchief, towel, drinking cup or eating utensils of some one who has a cold.

4. "Swapping" gum or candy.

5. Chilling through wet and cold feet.

6. Loss of sleep.

7. Overeating and constipation.

8. Lack of fresh air.

9. Chilling through insufficient clothing.

10. Sitting in a draft when overheated.

—From *"The Common Cold,"*

American Child Health Association.
How we can avoid colds.

Perform the eleven health chores regularly, daily and faithfully. (See page 359.) This will place your body in good condition externally and internally. When your body is in good condition you can readily resist germs.

Grade IV

Plan a "Cold Campaign."

Make posters and slogans.

Keep a record of the children who have colds. Ascertain the cause.

Impress upon the children the necessity of protecting others when they cough, spit or sneeze.

"The man with a concealed weapon is dangerous but the man with an uncovered cough is deadly."

—Selected.

No person would purposely plan to make a friend sick, yet it often occurs without any intent on his part. How this can occur:

1. By touching his food or his hands with unclean hands.
2. By openly coughing or sneezing.
3. By careless spitting.

Diseases transmitted by nose and mouth secretions: colds, "children's diseases," pneumonia, and tuberculosis.

Emphasize the danger of disease transmission.

Grade V

Two classes of colds:

1. Epidemic: caused by germs passed from one person to another.
2. Chronic: remain with person all the time. Slight when the victim

is in fairly good health. Heavy when the victim gets feet wet or becomes chilled, loses sleep, or does anything else that weakens his body.

The daily faithful performance of the health chores will nearly always keep a child in good physical condition.

How will this keep him from catching cold?

Keep a record of the children in the room who have colds.

In each instance ascertain the cause if possible.

"It is of the greatest importance to fix in your mind firmly the fact that colds are dangerous. The germs may spread to other parts of the body, attacking the ears, lungs, heart, joints, kidneys and brain."

—*American Child Health Association.*

(See bibliography, Colds, page 388.)

How colds are "caught."

1. From some one else who has a cold.
2. By direct contact—for example, kissing; or shaking hands and later carrying your own hand to your nose or mouth.
3. By being nearby when some one with a cold coughs or sneezes without covering the nose and mouth. A cough or sneeze forces a host of germs into the air; you breathe them in.
4. By indirect contact—for example, using the same handkerchief, towel, drinking cup, or unsterilized eating utensils used by a victim of a cold.
5. Children particularly are prone to "catch cold" by using the "family handkerchief,"

by using the same pencils or toys or by "swapping" chewing gum or candy.

How resistance is lowered.

1. Chilling—especially through wet and cold feet. Infants may become chilled because of being dressed too lightly, and also by exposure after being overheated through overdressing.
2. Loss of sleep. Plenty of sleep is nature's great restorer. In the ordinary terms, it "restores vitality."
3. Over-eating, which places too great a tax on the stomach and bowels, inviting constipation or indigestion.
4. Under-feeding, which makes a poorly nourished body and weakens it.
5. Wrong composition of food, or a poorly balanced diet, which does not supply the body with the proper combination of growth or health elements.
6. Constipation. People who keep their bowels open by proper eating and proper living are usually free from disease.
7. Lack of plenty of fresh air—especially breathing a dusty atmosphere.
8. Rickets.
9. Overwork, whether physical or mental. A physically exhausted "worn-out" body is in poor shape to fight infection.
10. Adenoids and large tonsils. They are "nests" for germs.

In the near future a teacher will

be criticized more severely for allowing her pupils to contract and keep colds than she will be for not teaching them the essential points of the three R's. This is as it should be, because every time a child catches cold he loses in physical and mental efficiency; every time he catches cold he has less resistance to any other form of contagion. It is well known that tuberculosis attacks most frequently and conquers most easily any one in a state of lowered vitality. Long standing, neglected colds are precursors of tuberculosis and must be fought incessantly if our old enemy is to be the loser in the fight.

Emphasize the formation of good health habits, by the daily performance of the health chores.

Grade VI

Why every one should be careful when he coughs, sneezes or spits.

1. Others may be infected by spray containing disease germs thrown out from the mouth and nose.
2. For the sake of cleanliness.

Name the different ways germs may pass from a careless person to others.

1. Not washing the hands.
2. Carelessly using and placing the handkerchief.
3. Openly coughing and sneezing.
4. Careless spitting.

Teach the children to cover *both* the mouth and nose when coughing and sneezing. Why?

"An old campaigner would laugh at the idea of 'colds' being taken in the open air. He knows that they germinate in closed bedrooms, flourish in musty shops, but vanish in the prairie wind."

—BERNARR MCFADDEN.

"As yet colds are not quarantined or warned against, but we know they are infectious or catching, and we realize more now how serious they may become. People with bad colds should stay away from school and from public place until they are recovered."

—*Course in Citizenship—Iowa State Dept. of Public Instruction.*

Plan a cold campaign.

1. Make a record of the pupils who have colds.
2. Make a record of the conditions under which the colds were contracted.
3. Plan cold posters, slogans and publicity.
4. "No Colds" month in school.

"For highest efficiency the most essential thing is perfect health—a natural endowment of mental and physical ability is of course necessary as a foundation, but ill-health dulls the most brilliant intellectual faculties and weakens the stoutest muscles while high health sharpens every faculty, gives poise and concentration, strengthens the will, brightens the imagination and multiplies many times capacity and endurance."

—M. V. O'SHEA.

"A strong healthy body is a foe to colds as well as to other forms of disease."

—J. MACE ANDRESS.

Grade VII

Read the handkerchief drill, page 315.

Review it if there is a need for it.

"Two-thirds of all colds are infectious and are due not to cold, pure air, but to foul stuffy air with the crop of germs which such air is almost certain to contain."

—DR. WOODS HUTCHINSON.

Danger of colds.

1. Weakens one's resistance against other diseases.
2. May infect others.
3. May become chronic and lead to other diseases.
4. Lessens ability to work and power of enjoyment.

Teachers' problem.

1. To enlighten.
2. To train in the formation of good health habits.

What to do when a cold is developing.

1. Complete rest.
2. Hot bath, before going to bed.
3. Hot water or lemonade.
4. Abundant water drinking.
5. Free bowel movement.

In some instances vigorous exercise will "break up" a cold by inducing perspiration and encouraging deep breathing. Complete rest is the safest and best cure.

Further considerations.

1. A history of frequent sore throat should create suspicion of the existence of enlarged or diseased tonsils.

2. Many seriously diseased tonsils do not protrude beyond the pillars of the fauces, being what are called, buried or submerged tonsils, in some cases. Where enlargement is not apparent the history of repeated sore throat is sufficient warrant for recommending examination by the doctor.

3. Diseased tonsils should be removed. Adenoids should be removed.

4. Obstructed nasal breathing should be corrected.

5. Nasal discharge should receive expert attention; it may be due to a serious condition.

6. A great many parents quiet themselves with the assurance that children outgrow many adverse conditions. This is sometimes true, but usually not until they have caused more or less permanent injury.

A father was once heard to say

that he was proud of the fact that he had never paid out as much as ten dollars for doctors' fees. Two of his children are permanently deaf, and a third died of a perfectly curable disease.

—*Health and Physical Education, Utah.*

Plan a "Cold Campaign" week in January for all grades.

Take for the slogan—"No Colds in Our School."

Use handkerchief drills, assembly talks, newspaper articles, posters and vaudeville "stunts" to stimulate interest. Stress "no constipation" and "no defects that can be remedied."

How to prevent spreading the contagion of colds.

1. Always cover the mouth and nose when coughing or sneezing.
2. Exercise care in spitting.
3. Carefully fold handkerchief after using, wrap in paper and boil as soon as possible.

Cloth or paper handkerchief that can be burned is best to use when suffering from a cold.

4. Carefully boil all toys and pencils used by a child that has a cold.

Ask the children to read the story "Billy's Pal," page 98.

This is a first grade story but the "quite grown up" children in the seventh grade will enjoy reading it not as a lesson but as a reference. Impress upon their minds that good health is a safeguard against colds.

Grade VIII

"In these times, any person ought to feel humiliated when he is incapacitated by disease which his own intelligent care would have prevented."

Colds.

(See bibliography, Colds, page 388.)

Direct causes: bacteria.

Indirect causes: a faulty condition of nose and throat, insufficient rest, disordered digestion, worry, and lack of cleanliness in oneself or in others.

Prevention or cure: rest, fresh air, abundant water and correct diet, keeping the bowels open, cleanliness, and the daily faithful performance of the health chores.

1. Stay in bed when you feel a cold coming on. You will save time and your own constitution and protect others from the infection. Colds are most contagious during the first two or three days.

2. Use old muslin or tissue paper and burn all discharge from the mouth and nose. It is dangerous to wash handkerchiefs contaminated in this way. You may re-infect yourself from a soiled handkerchief.

3. Never cough or sneeze without covering your mouth and nose with a cloth or paper. Explain the danger to your family.

4. Boil all dishes, silver and glasses for five minutes.

5. Treatment—sleep alone, keep your windows open, stay in bed for the first few days, drink plenty of water, eat nourishing food, and get plenty of sleep.

6. Do not go into crowded places, schools or street cars until the acute stage subsides.

—VIRGINIA LEWIS—*Course of Study in Hygiene, Ohio State Dept. of Education.*

Tuberculosis

"The every day man of 1922 goes to his work, refreshed by the night air that breezes through his bedroom because the tuberculosis program made sleeping with open windows normal and fashionable. His babies are using milk which the tuberculosis program has made cleaner and safer. His children are eating with hands less dirty than his own when a boy and are brushing their teeth oftener because the tuberculosis program has instructed and supervised them in school."

—DR. ALLEN K. KRAUSE.

1. It cost six times as much to cure a tuberculosis patient as it does to educate him to avoid it.

2. He must lose at least two years of time.

3. The treatment is expensive.

4. After a cure is affected he is apt not to be 100% efficient again. Therefore educate him.

—DR. JOHN PECK.

Man's worst enemy.

"Tuberculosis is man's worst enemy. This enemy hides in the human body and stealthily attacks its victim like a thief in the night.

"The little germ called the tubercle bacillus causes tuberculosis. It may attack any part of the body. The germ lives in the body and often when least suspected becomes very active and endangers the life and health of the body.

"Tuberculosis boasts more victims each year than any other disease common to mankind.

"In the care and prevention of

tuberculosis the active support of doctors, nurses, dentists, health officers and the public is necessary to cope with it successfully.

"The people who have shouldered arms and banded themselves together to go out and do battle against this mighty foe are the National Tuberculosis Association, the State Tuberculosis Associations and the county and local tuberculosis associations. Joined with these, is the young, but mighty army known as the Modern Health Crusaders.

"The weapons used in this fierce struggle are fresh air, pure water, wholesome food, sunshine, cleanliness, cheerfulness, rest and recreation on the one side, and filth, foul air, impure water, unwholesome food, insanitation, dissipation and drudgery on the other.

"The Modern Health Crusaders are on the march and the hosts of Armageddon are battling for health and happiness."

—JOSEPH W. BECKER.

"Remember, the outlook for the next generation of adults in the struggle with tuberculosis rests in the protection and education we insure to the children of this generation."

—DR. HENRY BARTON JACOBS.

"Don't you see what motif runs all through the program that is solving tuberculosis from beginning to end, no matter how complicated, or how far removed the variations may seem? Don't you know what is getting the grip on tuberculosis now and

always? It is Education—Knowledge.”

—DR. ALLEN K. KRAUSE.

Facts to present to the children:

1. There is a right and a wrong way of living.
2. Fresh air day and night, cleanliness, exercise and wholesome food are essential not only in the treatment of consumption but are more important still in avoiding consumption, and in maintaining that condition of health which will ward off disease.
3. Consumption is not hereditary, it is a disease of dirt, darkness and ignorance.
4. People working and living under proper conditions need not worry about getting consumption.
5. Prevention is better than cure, and good physical health is more precious than much knowledge.
6. There is no better culture ground for tuberculosis than an undernourished body.

—DR. GEO. T. PALMER.

In case of tuberculosis look to these for cure: The doctor's detailed advice and instruction, sunlight, rest, good food, pure air, and cleanliness.

“The prevention of tuberculosis and other communicable diseases will come not through any specific form of medicine or treatment but chiefly through education and enlightenment, books, pamphlets, articles in magazines and newspapers and by

thoroughly spreading knowledge of and training in health habits among the children in our schools.”

—PHILIP P. JACOBS.

How tuberculosis can be prevented:

1. By teaching the consumptive to destroy his sputum, so as not to infect his family or his neighbors. There is nothing truer than that spitting spreads disease, particularly tuberculosis.

2. By teaching all people not to sleep, live or work in dark or badly ventilated rooms. Sleeping porches are great promoters and preservers of health, but if they are beyond one's means one should at least keep the windows wide open at night.

3. By discovering the disease in its early stages and curing the patient, thus removing a source of infection to others. This is particularly the work of organizations and individual physicians.

4. By educating the community as to the nature of the disease,—that it is communicable, preventable and curable.

5. By educating people to keep their bodies in such physical condition as to enable them to resist the germs of tuberculosis.

6. By advocating fresh air, outdoor life, sunshine, rest, no overstrain, whether at work or in exercise, wholesome food, and temperate habits.

7. By safeguarding the health of children, giving them clean places in which to play, and taking special care to keep them away from sources of infection.

8. By providing institutions,

nurses and dispensaries for the care, cure and restoration to a safe and sane life of those who are affected with the disease.

9. By insisting on periodic physical examinations for every one, well or sick. These examinations should be taken at least once a year; every six months would be better, and every three months still better.

—From *"Talking Points About Tuberculosis," National Tuberculosis Association.*

"We have at this time reason for taking new courage and new hope. In the year 1900 the death rate in tuberculosis was 202 for every 100,000 population in the United States. In 1920 the death rate was 114, a

reduction of 43 per cent. If the same death rate which obtained in 1900 had obtained during 1920 there would have been 32,000 more deaths in this country from this disease than there were. This has been general throughout the country.

"When we think, however, that this decrease is in a preventable disease, encouraged and enthused as we may be by these results, we must still remember the 100,000 needless deaths in the United States."

—DR. JAMES ALEXANDER MILLER.

Write the tuberculosis association of your state for information and literature on tuberculosis.

Story—"The Autobiography of the Tubercle Bacillus," page 149.

CHAPTER XVII

Air and Ventilation

I never knew a case of tuberculosis in a pair of lungs that had been thoroughly ventilated once a day.

—DR. S. ADOLPHUS KNOPF.

Grade I

I'm glad the sky is painted blue;
That the earth is painted green
With such a lot of nice fresh air
All sandwiched in between.

—Anonymous.

Chore—I played outdoors or with windows open thirty minutes at least. I tried to sit and stand straight.

Breathing Exercise.

1. Keep hands close to body, turn them out thumbs first, deep breath. Inhale through the nose.
 2. Return to position. Exhale through the nose.
- Repeat several times. Use this or other breathing exercise every day.

Teach the value of fresh air.

1. Helps children grow.
2. Gives them rosy cheeks.
3. Makes them glad.
4. Helps them have a good sleep at night.

"I like to blow the bubbles light,
And watch them floating out of sight;
To see them red, green, gold and blue,
And then to see them burst, don't you?"
—WILHELMINA SEEGMILLER, *Little Rhymes for Little Readers*. Copyright and used

by special permission of the Rand McNally Company.

Blowing soap bubbles is a very fine lung exerciser especially in the open air.

(See bibliography, Air, page 385.)

Grade II

Story—"Nancy's Dream," page 37.

"Sweet and low, sweet and low,
Winds of Heaven come and go,
Cold and fierce, or warm and mild,
Breathe them deeply, Nature's child.
At your work and in your play,
All the night and through the day,
For the winds of Heaven bring
Life and joy to everything."

—MARY S. HAVILAND.

Ask the children to bring pictures for fresh air poster.

Chore—I was in bed eleven hours or more last night and kept the windows open.

Breathing exercises:

Inhale, raising arms sidewise, palms up, head back.

Exhale, drop arms.

Repeat several times.

Play "Windmill."

Raise right arm sidewise, upward.

Left arm sidewise downward.

Alternate the movements.

Music with definitely marked march time adds to the enjoyment of this game.

This is more effective if two children stand back to back.

Poem—"The North Wind," page 199.

Make fresh air poster.

Fresh air and sunshine make people healthy just as they purify water and give new life to plants and animals.

Grade III

Story—"How the Holly Berry Almost Lost its Red Cheeks," page 35.

"Girls and boys come out to play.
The sun shines bright this lovely day,
Finish your breakfast of good things to eat
And join your playmates down the street.
Come with hoop and come with a ball
Come with a kite and come with a doll.
Come with laughter merry and gay
To play out of doors this livelong day."
—*Metropolitan Mother Goose.*

"Why you should exercise," page 188.

Type or mimeograph the different points. Give it to the children to read after you have given a talk on exercise and fresh air. The difficult words should be explained to the pupil.

Chore—I played outdoors or with windows open a half hour.

Grade IV

Air in the school room:

1. Architects say space taken by the windows should be one-fifth of floor space of a room.
2. Measure the windows and floor and see if there is enough light.
3. Each person should have three thousand cubic feet of fresh air per hour.
4. Find the amount your school room contains.
5. How much air each hour do all the pupils need?

Get dimensions of other school rooms, living rooms, churches, opera houses. Find if their air supply is sufficient for the needs.

6. How can the air in the room be made fresh?

Window placing:

1. Two sides of room when possible. Why?
2. Doors so placed that when doors and windows are open, air can blow through rooms.
3. When windows are on one side, open top and bottom. Why?

How should closets be ventilated?

Effect of fresh air:

Invigorates.

Keeps folks wide awake and alert.

"Problem of heat, ventilation, light and seating do not take care of themselves. The teacher must ever be on the alert to see that conditions in the school room are right."

—JULIA WADE ABBOT.

Fresh air is a necessity. Flush the room with fresh air. Open windows from top and bottom. Flush quickly in cold weather.

Breathing exercise.

1. Clear the nose.
2. Play there is a paper bag in the right hand.
3. Inhale deep breath through the nose.
4. Exhale through the mouth, blow the bag very large.
5. Burst the bag, clap hands.
6. Stand erect while taking this exercise.

(See bibliography, Air, page 385; quotations on Air, page 199.)

Grade V

Methods of ventilation:

Visit the janitor, learn how the school room is ventilated.

Cubic feet required.

About 3000 cubic feet per person per hour.

Why a room should be ventilated.

To keep the air fresh and free from smell.

To carry off bodily heat.

Ventilation rules.

1. Air from pure source.
2. No draught or current perceptible.
3. Entry constant.
4. Abundant exit for impure air.
5. Cross ventilation.

Raise from top and bottom when the windows are on one side.

Leave opening above for warm, foul air.

Leave opening below for cold, pure air.

"A well ventilated room is one where the fresh air is supplied without noticeable draughts and without periods of unpleasantly low temperature."

—JEAN BROADHURST

Injurious effects of bad air.

Black Hole of Calcutta. 146 men were confined in a space 18 feet square. There were only two small windows on one side. The next morning all of them were seriously ill or dead.

Fresh air should be:

1. Cool.
Too warm air upsets the circulation, makes one dull and languid.
2. Moving.

Air in gentle motion stimulates the skin.

3. Moderately moist.

Very dry or very humid air is harmful.

4. Variable.

Slight changes in temperature or humidity are wholesome for the body.

—PROF. C.-E. A. WINSLOW.

Fresh air and sunshine promote health, vigor and growth. Compare children to plants. Show how plants sprouted in the cellar are pale and sickly. Sunshine makes them beautiful, big, strong and sturdy.

Project. Air.

Aim: To show how air moves in a properly ventilated room.

- I. Make a little house out of a chalk box.

1. Stand the box on its narrow end.

2. Cut away the grooves in which the lid ran, and smooth the edges.

3. On each of the two sides, bore two round holes for windows, one near the bottom, one near the top of the box.

4. Find four corks that will close these windows.

5. Bore another hole in the roof of your house, and get a lamp chimney to put over it. Can you think why?

6. Now have some one, the druggist perhaps, cut a piece of glass, the exact size of the opening of your box.

7. Fasten this on with a strip of gummed tape, for a door.
8. Arrange a latch. (A rubber band fastened to the glass door with gummed tape, can be slipped over a tack on the side of the box.)

II. To use your house.

1. Fasten a candle on the floor, under the hole in the roof.
2. Light it.
3. Close all your windows with the corks.
What happens to the candle?
4. Remove the corks from the windows. How does this effect the lighted candle?

Grade VI

Building a house.

1. Window placing on two sides of room when possible. Why? Doors so placed that when doors and windows are open air can blow through the rooms.
2. Sunshine in how many rooms? Which rooms should have the most?
3. Location of house.
High location, no marshy puddles.
Ground well drained.

Emphasize that life in the outdoors is most conducive to health, and that the air indoors should approach as nearly the standard of outdoor air as possible.

Fresh air should be:

1. Cool. Too warm air upsets

the circulation, makes one dull and languid. Injures the delicate membranes of nose and throat.

2. Moving. Air in gentle motion stimulates the skin.
3. Moderately moist. Variable. Slight change in temperature or humidity are wholesome for the body.

(See bibliography, Air, page 385; poems and quotations on Air, page 199.)

Grade VII

"Periodic and marked variations in temperature (indoors as well as outdoors) are most desirable. In that way only can the skin keep its power or habit of instant and full response. The habit of running outdoors without a wrap or hat for brief periods of time is usually better than a tonic in its stimulating effect on the body through its complex compensatory mechanism. The cold spray at the end of the shower bath is a common way of helping the skin retain its important function as a thermal regulator."

—JEAN BROADHURST, "*Home and Community Hygiene*."

(The body must not be *chilled*. Exposure in severe weather is inadvisable. If one does not quickly react in warmth after a cold spray, it should be avoided.)

Effects of types of air:

1. Dry and cool: tonic—stimulating.
2. Dry and warm: less stimulating.
3. Warm and moist: depressing.
4. Cold and damp: makes drain

on body. Encourages too rapid heat loss.

Indoor air may become too dry, thereby making evaporation from the body too rapid.

Humidity may be increased by:

Boiling water.

Keeping water in water boxes of furnace.

Keeping vessels of water on the radiator.

Why is a temperature of about 68 degrees fine for a school room?

Using the previous lessons as a basis, plan a house that is good to look at and that fills the requirements of health.

"For the long breath, the deep breath, the
breath of the heart without care—
I will give thanks and adore thee, God
of the open air."

—HENRY VAN DYKE.

Grade VIII

Review the entire subject of Air.

CHAPTER XVIII

Cheerfulness

"Cheerfulness is as natural to the heart of a man in strong health as color to his cheek. Whenever there is habitual gloom there must be either bad air, unwholesome food, improperly severe labor or erring habits of life."

—RUSKIN.

"If good health habits are established in childhood, we may be confident that good health will result."

—MCCOLLUM.

Grade I

Read to the Children: "A Nursery Song," page 201.

Why should little children be cheerful?

They grow better.

Folks like them and like to be with them.

There is no habit that will help the children themselves and help others more than the cultivation of the habit of a cheerful, happy disposition.

"Every human soul has the germ of some flowers within. They would open if they only could find sunshine and fresh air and were taught how to expand. I always told you that not having enough sunshine was what ailed the world. Make the people happy and healthy and there will not be half the quarrelling

or a tenth part of the wickedness there is."

—LYDIA MARIE CHILD.

Story—"The Beautiful White Dove," page 39.

Grade II

Chore—I tried to be neat, cheerful and helpful.

Which do you like to be with best, a happy child or a sulky child?

Did you know that a healthy child is nearly always a happy child? Why?

Ask the children to name habits that will make them happy and healthy.

(See Crusaders' Code, page 356 for suggestions.)

Grade III

Story—"The Dove and the Woodpecker," page 146.

Aim: To teach health through right thinking.

Poem—"Miss Fret and Miss Laugh," page 202.

Grade IV

Story—"What You Look for You Will Find," page 58.

Poem—"It was only a little blossom," page 202.

Grade V

Chore—I tried to be cheerful, straightforward and clean-minded; to do one thing at a time and the most important thing first.

Review the work in the previous grades.

Read poems and quotations, Cheerfulness, page 200. Select from them ones to meet the needs of this grade.

"Every morning seems to say,
'There's something happy on the way,
And God sends love to you.'"

—HENRY VAN DYKE.

Story—"The Hunger for Happiness," page 146.

"What a capital, kindly, honest, jolly, glorious thing is a laugh! What a tonic! What an exorciser of evil spirits! How it opens the brows of kindness. Like a "thing of beauty, it is a joy for ever."

—*Des Moines Register*.

Poem—"Much better it is to be happy," page 202.

Grade VI

"Try it for a day I beseech you, to preserve yourself in an easy and cheerful frame of mind. Compare the day in which you have rooted out the weeds of dissatisfaction with that on which you allowed it to grow. You will find your heart open to every good motive, your life strengthened and your breast armed with a panoply against the trick of every fate; truly you will wonder at your own improvement."

—JEAN PAUL RICHTER.

He sang of joy; whate'er he knew of
sadness,
He kept for his own heart's peculiar
share;

So well he sang, the world imagined
gladness,
To be sole tenant there.

—FLORENCE EARLE COATES.

Happy the man, and he alone,
Who, master of himself, can say,
"This day, at least, hath been mine own,
For I have cleanly lived today."

—HORACE.

"We have no more right to consume happiness without producing it, than to consume wealth without producing it."

—G. B. SHAW.

"His heart so deep and true, so full of honor, yet with so much room for every gentle and unselfish thought."

—DICKENS.

"A singer sang a song of cheer
The great world listened and smiled
For he sang of the love of the Father
dear
And the trust of a little child;
And souls that before had forgotten to
pray
Looked up and went singing along the
way."

—EMMA C. DOWD.

"Sunshine was he,
In the winter's day,
And in the midsummer,
Coolness and shade."

—*Arabian*.

"The blessed contagion of cheerfulness is a good contagion to spread."

—J. W. JOHNSON.

"Pleasant words are as honeycomb, sweet to the soul and health to the bones."

—*Prov. XVI, 24*.

Assign these quotations to different members of the class.

Use them for the subject of themes and two minute talks.

Place them on the board where they can be read often.

1. The effect of happiness upon us.

- a. Do you know a person who always looks happy?
 - b. Who is the happiest person you know?
 - c. How do you feel when you meet some one who is grouchy, irritable or cross?
 - d. How do you feel when you meet some one bubbling over with happiness?
2. The good that happiness brings
 - a. Makes us feel better.
 - b. Brings enjoyment to our work.
 - c. Cheers us if we feel bad.

Grades VII-VIII

Story—"Cheery People," page 41.
Love for the Beautiful.

Aim: To teach that health is beauty.

"Precept and injunction do not perceptibly affect men; but food, water, air, clothing, shelter, pictures, books, music, will and do affect them."

—NEALE S. KNOWLES.

Now and then we meet a person who seems entirely lacking in love for the beautiful. There is so much in nature, in music, in art, that they have no power to appreciate. It is desirable so to develop the capacity for enjoyment of the beauty around, that life will be richer and fuller, and greater opportunities will be opened up for enjoyment of leisure time.

1. Beauty in nature.
 - a. Colors seen out of doors at different seasons. At differ-

ent times during the day.
Rainbow.

- b. Flowers we enjoy—prettiest in form, fragrance, color, leaf.
 - c. Sun at sunrise, at sunset.
 - d. Birds we know. Birds we love. Birds with the sweetest songs. The nests of birds.
 - e. Frost on the windows in winter. Ice or snow on trees or buildings.
 - f. Beauty in a storm. Clouds. Night-time.
2. Beauty in art.
 - a. Music we enjoy.
 - b. Pictures we love to study.
 - c. Beauty in architecture, statuary, fountains.
 3. Beauty in literature.
 - a. Fairy stories—stories we like to hear many times.
 - b. Poems we love to repeat.
 - c. Verses we memorize because we like them.
 - d. Songs we sing for pleasure.
 4. Beauty in character.
 - a. Qualities—sweetness, kindness and fairness.
 - b. Traits of character as revealed in the face.
 - c. Traits of character as revealed in deeds.

—*Course in Citizenship, Iowa State Dept. of Public Instruction.*

The daily faithful performance of the health chores tends to make the individual healthy. Healthy people appreciate the beautiful more than they who are carrying the burden of ill-health.

Sunshine

Story—"The Sunbeam Soldiers to the Rescue," page 100.

How does the sunshine help?

1. Makes things grow.
2. Gives strength.

What happens to plants that have no sunshine? They are pale, sickly, and weak.

"The poor little plant shut away from sunshine and air said, 'I am so sick, give me some water to drink, give me some food to make my stems strong, give me some sunshine and fresh air to warm me and make nice green color come into my leaves.'"

—MAY FARINHOLT JONES.

Fresh air and sunshine make people healthy just as they purify water and give new life to plants and animals.

Sunshine is the finest germicide in the world.

(See poems and quotations, Sunshine, page 205.)

Value of air and sunshine in

1. Health.
2. Strength.
3. Growth.

Compare children to plants.

Show how potato sprouts in the cellar are pale and sickly.

Show how the fresh air and sunshine make them beautiful, strong, and sturdy and give them good color.

"Absence of fresh air and sunshine is a powerful predisposing cause of tuberculosis. This condition is not always confined to the tenements of

the poor but also not infrequently exists in the apartments of the well-to-do. In the tenements of one of our largest cities were found 350,000 dark interior rooms with no windows admitting sunshine. 'Where sunlight enters not, there the physician goes,' says the old proverb. Sunshine will destroy tubercle bacilli in a short time. Sunshine brings cheerfulness of spirits, invigorates the body and its beneficent influence is probably far greater than we can yet estimate.

"Children with bone, joint and gland tuberculosis are exposed naked for hours to the direct rays of the sun with remarkably beneficial results. So long as modern civilization and industrialism require such constant and almost complete indoor existence, great care should be taken that the fresh air and sunshine have abundant access to the house, factory, workshop and store. How many a poor clerk, bookkeeper or shop girl in a department store has been and is preparing a favorable soil for the tubercle bacillus by being confined in some dark corner in the basement or elsewhere where the sun never enters and the contaminated, foul air is never changed by proper ventilation."

—DR. EDWARD O. OTIS.

"Sunlight is of more importance than all else in preserving our lives against the attack of the tubercle bacillus. Day by day, it is actively engaged in slaying millions of the enemy. Indeed could the rays of the

sun but gain access to the germs in the interior of every dwelling, in the depths of every cellar, in every nook

and cranny of the world the regiments of tubercle bacilli would speedily be annihilated."

—DR. MACDOUGALL KING.

Worry

"Worry and depression, like pain, are symptoms. Like all symptoms they have their cause and are only adequately removed when the cause is found and attended to."

—DR. FRANKWOOD E. WILLIAMS.

Worry and its effect upon health.

1. Injures nervous system; is mentally harmful.
2. Depresses bodily functions, disturbs secretions, endangers vital organs.
3. Decreases resistance against communicable diseases and infections.

Story—"The Health Teaching of the Master," page 41.

"I would not worry if I were you, just make up your mind to do better if you get the chance and be content with that."

—BEATRICE HARRADEN.

Avoidance of worry does not mean that there shall be a shirking or a

shifting of responsibilities that rightfully belong to each individual.

(See bibliography, Mental Hygiene, page 391.)

The influence of cheerful people.

Aim: To teach that health is a large factor in cheerfulness. To emphasize that good health habits give health.

"A merry heart maketh a cheerful countenance."

—GOLDSMITH.

When you're nearly drowned in trouble, and the world is dark as ink;

When you feel yourself sinking 'neath the strain

When you think "I've got to holler 'Help,'" just take another breath

And pretend you've lost your voice and can't complain,
(That's the idea.)

Pretend you've lost your voice and can't complain.

—E. J. APPLETON.

Mental Hygiene

"Mental hygiene is interested in behavior. It is interested in the behavior of the child at school (with low or high I. Q.) particularly if the child is failing; in the truant, the juvenile delinquent, the first offender and the individual who, mayhap, is serving his third to fourth term in a correctional institution. It is in-

terested in the physical, intellectual, emotional and social factors that tend to determine conduct and particularly those factors that may have much to do with the determination of conduct without the individual's being aware of it.

"One is not just 'good' or 'bad,' 'happy' or 'sad,' 'successful' or 'unsuc-

cessful, efficient' or 'inefficient' and 'that is an end on it.' Internal medicine, physiology, psychology, neuropathology and psychopathology are drawing in on this problem of success or failure and mental hygiene attempts to assemble the material that comes from these various fields and to make it socially useful."

—DR. FRANKWOOD E. WILLIAMS.

Mental Defectives

"The worst spreader of tuberculosis is the feeble minded open or active case."

—DR. HAVEN EMERSON.

The problem of the mental defective is present in most schools. The mental defective does not reach the eighth grade but the backward child is often found there, unhappy, and miserable. The formation of good health habits will help these little unfortunates. Much is being done now and the education of tomorrow will do more to make the way easier.

The mental defectives will never progress beyond a certain stage. Their limitations are set. But they can be taught to the extent of their capacity.

(See bibliography, Mental Hygiene, page 391.)

Cause of backwardness in children whose brain structure is normal.

1. Emotional disturbances.
2. Adenoids.
3. Disease.
4. Malnutrition.
5. Defective teeth.
6. Lack of sleep.
7. Defects in vision or hearing.

When these causes are removed a very large per cent of the children are found to be of average or even of extremely high intelligence.

"One little girl of seven who had labored under an unsuspected eye handicap for two years was finally examined for glasses. When the oculist fitted in the correct trial lenses, and the blurred letters became clear, she asked in surprise, 'Do the letters look like that to everybody?' On being told that they did, she burst into tears in sheer excitement over thinking that now she, too, could tell the letters apart, and wouldn't be stupid any more."

—JEAN BROADHURST.

"Long ago it was discovered that many pupils who were supposed to be naturally dull, inactive or lazy, were merely suffering from some physical defect which might have been removed or modified by the service of a competent physician or specialist.

"Laziness is often a symptom of anæmia, neurasthenia or vasomotor disturbances; malnutrition, over-exertion at home, lack of sleep or lack of ventilation in the child's bedroom."

—M. P. E. GROSZMANN.

"Individuals are not born odd, queer or peculiar. Timid, sensitive, blustering, rebellious children are not born, they are made—and made by quite human agencies. These things come only in response to very definite needs on the part of the child and are an expression of the child's effort to defend himself in a situation that is full of confusion and puzzlement to him. We punish, threaten

and berate without at all understanding the process we are dealing with.

"Which road they may take a psychiatrist may not be able to say, but he may say that, if left unadvised, left to their own way out of the woods of their emotional difficulties, fifteen years may find them well along one of the following roads:

- "1. Future 'Captains' of this and that, they will be much admired, but in the process of finding their own personal emotional salvation they will crush many of the rest of us.
- "2. Those who get along fairly well but are distinctly handicapped as the result of the scars of their early combats.
- "3. The ones who curl up within themselves, quietly rebellious, dispirited, unhappy. Many of them have excellent intellects that cannot be freely used because of emotional handicaps.
- "4. Those who meet similar problems with a boldness that is a cloak for fear. They develop into the "hard-boiled" bullies.
- "5. Those who fail entirely.

"Many children born well who later contract tuberculosis of the spine or infantile paralysis come eventually to plaster casts or braces from which after a time they are relieved, many improved and helped. But children born well who later contract

certain habits of emotional reaction come eventually to courts and reformatories from which few are improved or helped."

—DR. FRANKWOOD E. WILLIAMS.

Treatment of nervous children.

1. Examine for physical defects.
2. Question upon health habits.
3. Intelligent sympathy. Try to discover what is in the child's mind. Perhaps he according to his view has a perfectly good reason for his actions.
4. Correction of defects and habits when needed.

Nervousness is the result of maladjustment on the part of an otherwise perfectly sound, essentially normal person and it is both curable and avoidable.

—DR. AUSTIN F. RIGGS.

"A mental cathartic may be needed. Turning the mind inside out to some wise and well posted physician; or even to a friend who has character and poise, may often relieve the tension. This does not mean to pester your friends or your physician with complaints about a possible hundred and one minor ailments that are of little importance, but to purge the mind of deep seated worries, sometimes so deeply buried that one is not conscious that they are sapping the foundation of mental health."

—*Life Extension Institute.*

CHAPTER XIX

Safety

"The end is that the boy shall grow to enjoy his manhood and the girl her womanhood, that the parents shall not be deprived of the delight of the children in youth or of their support when old age comes; that cripples who might have been strong men and women shall no longer be a by-product of preventive accidents."

—*N. J. State Dept. of Education.*
(See bibliography, Safety, page 390.)

Grade I

How can a first grade child help mother and father?

1. Trying to be neat and clean.
2. Putting things away.
3. Cleaning the walks.
4. Cleaning the yard.

"I'll help you and you'll help me
Then what a happy world 'twill be."

Story—"Careful and Careless," page 77.

Aim: To develop in the child a consciousness of helpfulness in preventing accidents.

Discuss with the children the topics of falls caused by disorder in the home, barn or yard. Emphasize the "Little Helpers" who put chairs and other things in their proper places, put their toys away when through playing with them and see that stairs, steps and walks are kept clear.

How can we help others?

1. Pushing banana skins from walks.
2. Turning over or putting away boards with projecting nails.
3. Keeping school halls, yards, and walks clean and free from litter and rubbish.
4. Avoid throwing tin cans or glass about.
5. No building of fires in lots or woods unless some older person is along.
6. Reporting a fire quickly.

Grade II

Cultivation of habits of carefulness.

Aim: To teach that the acts and habits of one family or one individual have an influence upon the welfare and health of others.

How children can help:

1. In the home:
Helping to keep house free from dust and dirt, scraping shoes before entering the house, leaving rubbers outside the living rooms, picking up and putting away clothing, books, toys, and keeping clean bowls, basins, toilet, outbuildings,

and garbage and ash cans.

2. In the school room:

Picking up papers, cleaning boards, chalk, and erasers, hanging up wraps, and keeping clean bowls, basins, toilet, and outbuildings.

3. On school grounds:

Picking up rubbish and litter.

Teach the children the relation between these topics and health.

If we are careless, how does it affect our neighbors at home and at school?

"Habit formation requires constant repetition and some measure of satisfaction in continuing the habit."

—WALTER COBB.

Commend the children when they show they are doing the things which will make them healthy.

"Did you ever go to Careless Town
Where the houses are old and tumble-
down
And everything tarries and everything
drags
With dirty streets and people in rags?
"On the street of Slow lives old man
Wait,
And his two little boys named Linger
and Late,
With unclean hands and tousled hair,
And a naughty sister named I Don't
Care.

"Did you ever go to Careless Town
To play with the little girls, Fret and
Frown?

Or go to the home of Old Man Wait
And whistle for his boys to come to the
gate?

OH NO, NOT YOU! NOT YOU!"

—Selected.

How could Careless Town be changed?

Bring out the idea of clean streets, alleys, front and back yards. What habits make a child look neat, clean and happy?

1. Washing hands, face, neck and ears.
2. Cleaning nails.
3. Brushing teeth.
4. Taking bath.
5. Standing and sitting erect.

Teach the effects of carelessness upon health.

All play, all work, all travel can be made pleasanter and safer by keeping in mind "Safety First."

Cultivation of habits of carefulness.

Teach the children "the safe way" to cross busy streets, tracks or highways. Caution them about playing in the street.

Discuss various routes to and from school. In this discussion bring out the danger spots. Ask the children to formulate a set of rules for Safety First.

1. Look *both* ways before crossing.
 2. Cross quickly.
 3. Obey the traffic officer if there is one.
 4. The *curb* or the *side* of the road is the safety zone.
- (See the "Jack Stories" in "Six Safety Lessons" published by the Highway Education Board, Willard Bldg., Washington, D. C.)

The Story of Steam.

A small boy playing with the lid of his mother's tea kettle discovered within it a wonderful giant who had been upon the earth for many years but had never been put to work. Men soon found that this strong giant could help them in many ways. Mills for grinding wheat and corn

had run by water power; boats had moved by sails and oars; stage coaches had been drawn by horses; wood had been sawed by hand. All this was changed when the old giant was harnessed and set to work.

Now he helps to make everything we eat or wear; he saws and planes the lumber for our homes; he moves our ships and pulls our trains. His name is Steam. He does many great and good things, and works fast. If you get too near Steam he will burn you, scald you.

He has a highway of his own and wishes no one to walk or play upon it. When we come near it we see the warning signals or hear his call as he comes rushing on. "W-a-i-t. I'm here." (Crossing signals—two long, two short blasts of the whistle.) Sometimes a bell is placed where his highway crosses ours, and as he comes near, it rings, saying, "Just a minute! Just a minute! Don't cross! Don't cross!" If you walk on the railroad track sometimes he can't stop and runs over you.

—*Adapted from New Jersey & Oregon Bulletins on Safety.*

Grade III

"How easy it is to do kindly things if we only want to."

—JULIA C. DORR.

Accident prevention.

Aim: To develop in the children a sense of duty to the community.

What can a third grade child do to help prevent accidents in the community?

Review the points in Grades I and II.

The Story of Fire.

1. First fires were kindled by lightning or in some other way by nature. These were carefully guarded because men did not know how to make fire themselves.

2. Men learned to make fires by rubbing sticks together, and by striking one piece of flint against another.

3. The ancients worshipped fire as a god.

4. The friction match was invented in 1827.

The use of fire.

How fire may become an enemy.

How children can help to guard against fires.

What to do in case of burns.

A paste made of baking soda and water will relieve a small burn.

A large or deep burn should be treated by a physician.

—*Safety Education in Oregon Schools.*

(See bibliography, Safety, page 390.)

Only a little match head dropped on the closet floor,

Only a little apron hung beside the door;
Only a little creeping up to the apron strings,

Only a home in ashes—think of these
"little things."

—*Detroit Free Press.*

Excursion to fire station.

In rural schools the teacher can tell of firemen, describe their dress and duties, and explain their value to the community. The talk may be illustrated with pictures and slides.
How to call the Fire Department.
Give fire drill.

Poster.

"All fires are small at first."

Grade IV

Develop the interdependence of the home, the school, and the community.

Emphasize the ways in which the government protects its citizens.

Continue the work of the preceding grades adding new material—alleys, vacant lots, wells, cisterns, outhouses, care of parks and picnic grounds.

Public safeguards.

Lighting of streets.

Traffic.

Safety devices.

Home, school, community.

Ways the community protects and helps its citizens.

Laws, public buildings, parks, swimming pools, bathing beaches.

"When a child learns to place a board containing a rusty nail where it will do no harm, to slide a banana peel from the side walk or to do other things which will save not only himself but others from suffering he renders a real service to the community."

—*Safety Education in the Oregon Schools.*

Ways a fourth grade child, other children and grownups can help.

Obeys safety laws.

Help keep clean alleys, vacant lots, outhouses, parks and picnic grounds.

How can these be kept clean?

Write in notebooks or on the board a set of rules for keeping public places clean.

"Folks who have no wings must use their wits."

Automobile regulations in country and city.

Write to state capital for traffic information.

(See Letter writing, page 376.)

Ask officers of local automobile club for their rules and regulations.

Learn automobile signals.

The Auto Club of Southern California and the Los Angeles Safety Council conducted a splendid safety campaign in the schools. They distributed safety pledges to be signed by parents and pupils, and had booklets made by pupils containing safety verses and compositions.

"Caution is not fear. The bravest are usually the most careful."

Chore—I tried to avoid accidents to others and myself. I looked both ways when crossing the street (road).

Formulate a set of rules for safe crossing.

Practice lettering by noticing the different safety signs posted along the streets and highways.

"City speed limit fifteen (15) miles (or other number)."

"School—Careful."

"Hospital—Quiet Zone."

"Dangerous curve—Go Slow."

"Look out for the Cars."

"Cross Crossings Cautiously."

Make poster of safety warnings.

Grade V

How fifth grade and all other grade children can help in Safety First.

I. School room and grounds.

Keep clean and free from rubbish.

Watch for unsanitary and unhealthful conditions.

2. Pupils.

Help enforce health rules.

Aid in the morning inspection.

Keep a record of improvement of the class in the performance of the health chores.

"In days of old, Crusaders bold
Rode forth to fight the foe,
And we today, as brave as they,
Forth to the battle go.
Let's fight for health and happiness,
And on each trusty blade,
We'll write the glorious motto
HEALTH!

Hurrah for our Crusade!"

—*National Child Welfare Association.*

Organize the class into a city.

Aim: To show the relation and interdependence of the individual and the community.

Elect a Mayor, Health Commissioner, Police Commissioner, and Park Commissioner.

Discuss city organization with the children and decide upon the duties of each officer and his helpers.

Plan that each child shall at some time be given the privilege of acting as an official.

Safety Education.

To show the pupils' relation to the state.

To develop the idea that he can help by being careful.

Traffic Laws.

Write to the city, county and state officials for copies of their traffic laws, to the National Council for Safety and to the Highway Education Board for their literature on safe traffic. (See bibliography, page 390.) Do this in the language period and use it for a lesson on cor-

rect letter writing. Send the best ones. The decision should be made by both the teacher and the pupils.

"The yearly deaths from highway traffic accidents have been variously estimated at from 12,000 to 55,000. As a matter of fact there is no means of making an accurate count, because many of those who die ultimately from traffic accidents, get home, out of town or to a hospital and all records of the cause of death are often lost."

—WM. PHELPS ENO.

The greater number of accidents is caused by:

1. Speeding in automobiles.
2. Riding bicycles on the sidewalk.
3. Running instead of walking across streets.
4. Hooking on to wagons and cars with sleds, etc.
5. "Jay-walking" on the highways.
6. Getting on and off street cars in the wrong manner.
7. Glaring headlights on cars.
8. Failure to keep to the right.

—*From Six Safety Lessons.*

What are the duties of drivers toward pedestrians?

What are the duties of pedestrians toward drivers?

(See "Six Safety Lessons," Highway Education Board, Willard Building, Washington, D. C.)

How do regulations for fast driving protect you?

General highway traffic regulations must be:

1. Brief or they will not be read.
2. Clear or they will not be understood.
3. Reasonable or they will not be obeyed.

—WILLIAM PHELPS ENO.

Safety Devices: Why provided?

Kinds: Street car fenders, electric insulation, and guards.

Poster, "The Best Safety Device is a Careful Man."

How can you protect yourself and others?

1. Walking on the sidewalk or edge of a highway.
2. Being alert and watchful.
3. Helping keep walks or roads free from rubbish.
4. Putting away tools and machinery after using.
5. Placing labels on poison bottles and keeping them out of the reach of little children.
6. Being considerate of others.
7. Extinguishing camp fires before leaving.
8. Obeying traffic laws.

"'Tis the rule of the land,
That when travelers meet,
On highway or byway,
In alley or street,
On foot or in vehicle,
By day or by night,
Each favors the other
And turns to the right."

—Selected.

How do you like the appearance of your town, village and school compared with others about which you know?

In what way would you have them improved?

Make a list of the things you think the fifth grade ought to do.

How can men and women other than officials help to make them better?

How can boys and girls help make them better?

"The noblest motive is the public good."

—VIRGIL.

The school and the community.

Aim: To show the dependence of the one upon the other.

1. How may our school building and grounds be improved and beautified?

2. Why ought the school rooms be kept perfectly clean and sanitary?

3. What furnishings are necessary for the up-to-date school building?

4. Tell about the flag over the building and what it signifies to the school and to the public.

5. What kind of meetings other than school work are carried on in the school building?

6. Is it a community center in this community?

7. Do we have evening school, or continuation school here?

—*Course in American Citizenship, Iowa State Dept. of Public Instruction.*

Keeping the neighborhood healthy.

The greatest factor in keeping a neighborhood healthy is cleanliness. Disease germs like dirty or carelessly kept places. Cleanliness in the home—the refrigerator, the dish cloth, the garbage pail, the baby's bottle, is essential. So also are cleanliness and care in public places where food is handled.

Grade VI

Safety movements.

Aim: To show that the laws are for the good of all the people.

To illustrate how they work all over the state.

1. Prohibition laws.
2. Thrift laws.
3. Anti-cigarette laws.

Write your state attorney for information about these laws in your state.

(See Letter writing, page 376.)

How do these laws affect the health of the nation?

Why are they "safety movements?"

Our responsibility for the aged, the blind and the little children on the streets.

1. Obey safety laws ourselves.
2. Warn little children and help them across streets and highways.
3. Assist the aged and blind.
4. Establish safety patrols in the building and outside.

Health conservation includes milk inspection, food inspection, garbage and filth regulations, and uncontaminated water supply.

Develop one of the topics for a safety lesson.

"Accident prevention is one of the most productive health fields in which the teacher may work, because the prevention of accidents is largely merely a matter of habit formation and education as to causes of accidents and means of prevention."

—*Health Education Bureau, Penn.*

Electrical Safety.

1. Never touch loose or uninsulated wires. Guard the spot and send some one to notify police if loose wire is found.

2. Flip a live wire from a victim with a dry stick or board. Never touch him with your bare hands.

Methods of Resuscitation.

U. S. Public Health Service—"The Safe Vacation."

Metropolitan Life Insurance Co., "First Aid in the Home."

O'Shea—"Making the Most of Life" chapter 15.

Bureau of Standards—"Safety for the Household," Washington, D. C.

Grade VII

Fire Insurance.

Get data from local fire insurance companies on the annual loss by fire, who pays for this loss, methods of prevention, and how can we help.

U. S. Bureau of Education—"Safeguarding the Home Against Fire."

Metropolitan Life Insurance Company—"First Aid in the Home."

What to do when clothing catches fire. Treatment of burns.

(See bibliography, First Aid, page 389.)

Discuss the topics, falls, burns, injuries from sharp instruments.

Discuss their treatment.

Assign topics to different children to report to the class.

(See bibliography, First Aid, page 389.)

1. The use of gasoline, electrical devices, especially electric irons.

2. The danger from rusty nails, rusty firearms, standing on chairs, matches.

If there are Boy Scouts in the class ask them to bring their manuals to school or to quote from them on Safety.

Make a notebook containing pictures, clippings and slogans on accident prevention.

Grade VIII

"Safety Education does conserve life. Coupled with safety devices it already has reduced the number of accidents in industry 90 per cent. Whether or not accidents on the highways continue to increase will depend on the efforts put forth by the

general public to solve the traffic problem by education."

—TERESA M. LENNEY.

Review the lessons on Safety Education in all the other grades.

Ask the children to write Safety rhymes and slogans.

"This little rule will take you far
If you will only mind it;
Don't cross before a trolley car—
You'll find more room behind it."

—*City Railway News.*

Industrial accidents.

Write to Aetna Life Insurance Co., Hartford, Conn., for "Safeguards for the Prevention of Industrial Accidents," and to Travelers Insurance Co., Hartford, Conn., for "The Employee and Accident Prevention," "The Travellers' Standard," "Organization in Safety Work," and "Accident Prevention on the Farm."

The Making of our Country's Flag (page 93) has been adapted into a playlet "What Safety First Means to Our Flag." A copy of it can be procured for 10 cents from The Highway Education Board, Willard Building, Washington, D. C.

How has the work of the insurance companies affected the health of the country?

Companies like the Metropolitan Life Insurance Company and other companies have helped through contributions, literature and demonstrations.

"The calamitous loss of life from accidents merits the attention of every one who is interested in lowering the death rate. There is a great need for education which will lessen fatal and non-fatal accidents."

—M. G. BRUMBAUGH.

How can the Americanization of the foreigner aid in accident prevention?

Teach him to read printed instructions, to understand oral instructions, and to coöperate with his fellow workmen.

How can we help in industrial accident prevention?

"Education, whether it be by means of the family in the home, the press, the platform or the school, is necessary to break bad habits, to establish proper habits and to cure the disease of ignorance. Therefore, the obvious means of accident prevention is education."

—DR. E. GEORGE PAYNE.

CHAPTER XX

Eyes and Ears

Eyes

Grade I

Care of the Eyes.

"The world is full of wondrous things
For all of us to see.
We need our eyes as clear and bright
As ever they can be.
So early we must go to bed
To sleep the long night through.
The day gives light to little folks
For all they have to do."

—*National Committee for the Prevention of Blindness.*

Every child to do his best work
should have:

1. Vision normal or corrected by glasses.
2. No evidence of disease or inflammation of the eyes.

(See bibliography, Eyes, page 388.)

Things to avoid:

1. Insufficient illumination, dim, flickering, light or twilight.
2. Excessive illumination.
Direct glare of sun, close direct brilliant electric or lamp light.
3. Faulty position.
Facing light, back to light, light over right shoulder, huddled or strained position, on trains or while walking.

Cleanliness:

1. Wash corners every morning with clean water.
2. Use clean towels, handker-

chiefs, or cloths to wipe the eyes.

3. Do not rub or pick with fingers.
4. Use separate clean handkerchief or cloth for infected eyes.
5. Get medical advice if the eyes are sore or inflamed.

Read to the children:

"Sing a song of sixpence
All the world's awry
If by any chance you get
A speck into your eye.

"Sing a song of safety first
Take it out with care
Or, before you know, you'll put
Something far worse there."

—*National Committee for the Prevention of Blindness.*

Grade II

Why are there windows in a house?
To let in light, sunshine and fresh air.

To enable us to see outside world.

Compare the eyes with another house
with windows.

1. Awnings with black fringe on edge to keep out light when it is bright, to prevent insects and bugs from flying in windows, and to act as curtains at night.

2. Window casing. Inside are curtains of blue, brown, gray, black. In center of curtains is a hole.

When windows are bright and

sparkling, house is strong, well kept, and housekeeper is happy.

One little girl abused the windows by reading fine print, reading in dim light, and doing many other things. What were they?

Rules for the Care of the Eyes.

1. Take care of your sight; upon it depends much of your safety and success in life.

2. Always hold your head up when you read.

3. Hold reading matter not less than 12 nor more than 18 inches from your eyes. If a greater or less distance seems natural, consult an oculist.

4. Be sure that the light is clear and good.

5. Never read in the twilight, in a moving car or in a reclining position.

6. Never read with the sun shining directly on the book.

7. Never face the light in reading.

8. Let the light come from behind you or over the left shoulder.

9. Avoid books or papers printed indistinctly or in small type.

10. Rest your eyes frequently by looking away from the book.

11. Cleanse your eyes night and morning with pure water.

12. Never rub your eyes with your hands or an unclean towel, handkerchief or cloth.

—U. S. Bureau of Education.

Grade III

Story—"Ellie's Wishes," page 61.

Why is the time between sundown and dark a poor time to read?

1. Darkness is coming on imperceptibly.

2. Eyes are strained unconsciously.

Resting the eyes.

1. Close the eyes a few minutes.

2. Look away from your work to rest the eye muscles.

3. Stand, go through a breathing or posture exercise.

This rests the entire body.

Emphasize the danger of public washbasins, public towels, soiled handkerchiefs, rubbing the eyes with the fingers, careless use of air rifles, bows and arrows, careless firing of torpedoes and fire crackers, throwing of snow balls, and playing with sharp pointed sticks.

Grade IV

Care in washing eyes.

1. Bathe corners every morning.

2. Beware of soiled handkerchiefs or towels.

3. Use individual towels.

4. Have separate clean handkerchief or clean cloth for infected eye.

5. Seek medical advice if eyes are sore or inflamed.

Preventive measures.

1. Never read in a dim or flickering light, but secure sufficient illumination to make the act of reading comfortable and free from strain.

2. Avoid a close, brilliant, direct light on the page when reading or writing. An indirect, soft, uniform, diffused light is preferable. Ground-glass shades over electric lights or lamps are advisable, and if it is possible to have the light reflected from

the ceiling this is better than a brilliant, close, direct light.

Naked, incandescent lights are trying to the eyes, whether one is reading or not. During period of unusual exposure to the glare of the sun, as at the seashore, colored glasses may be worn occasionally but should not be worn continuously. They should be of good quality and non-refracting. Light amber is the best color.

3. When working or writing, the light should be directed over the back of the shoulder, that is, in right handed people, thus avoiding shadows. When reading the light may be directed from above or behind.

(Reading in bed is not harmful, but should be discouraged as it is difficult to sit erect and avoid straining the eyes, the neck and the eye muscles. When reading the book should be about fourteen inches distant from the eyes.)

4. Prolonged, continuous use of the eyes should be avoided; an occasionally short rest, or change of occupation, even for a few minutes, will often prevent eye strain.

—*American Medical Association.*

Grade V

"The eyes are such a precious possession that they need to be guarded carefully. Think from how much one is shut out who does not have the use of these wonderful organs that reveal all the beautiful and interesting things in the world around him."

—O'SHEA AND KELLOGG.

"Get into the habit of looking at the sunsets. Take a good many looks at the mountains and rivers. It is not unscientific. We should hate to think when we are about through that all our looking had been

in books, microscopes and culture ovens."

—DR. EDWARD TRUDEAU.

Review rules for care of the eyes, Grade IV.

Grade VI

Diseases of the eyes are often caused by germs carried by towels, hands, and flies.

Cleanliness

1. Avoid using public basins or towels. Why?
2. Medical advice should always be sought for any serious injury or disease of the eye.

"A man too busy to take care of his health is like a mechanic too busy to take care of his tools."

—CICERO.

Chore—I held reading matter not less than 12 inches from my eyes. I did not read lying down or with straining light or facing the light.

There are certain children who show normal vision by the ordinary tests, yet whose parents should be notified to have the eyes examined. These are:

1. Children who habitually hold the head too near the book (less than twelve to fourteen inches).
2. Children who frequently complain of headaches, especially in the latter portion of school hours.
3. Children in whom one eye deviates even temporarily from the normal position.

It should be remembered that the following symptoms are at times in-

dicative of trouble with the eyes:

1. Habitual scowling and wringing of the forehead when reading or writing.
2. Twitching of the face.
3. Inattention and slowness in book studies in a child otherwise bright.

Grade VII

With from 20% to 30% of all children in the schools suffering from defective eyesight, there is a great responsibility resting on the schools for its detection and correction, so far as correction is possible.

1. If the eyes are not straight, the child is seeing with only one eye. In most cases this is due to a high degree of refractive error, which, if corrected early enough, would have given good vision and parallel eyes.

2. The presence of red, swollen, watering or discharging eyes or lids will be sufficient warrant for referring the child to medical inspection.

3. Not only as a part of the annual or semi-annual examination, but in the daily health inspection, should the teacher be on the lookout for symptoms of eye disease.

The necessity of excluding children with contagious eye disease makes this necessary, as well as the importance of the early recognition of serious diseases that may endanger the sight.

4. An inflammation of any part of the eye is a serious matter and should not be passed by as unworthy of attention.

The following questions will serve as a guide in making an examination of the eyes.

1. Are the eyes straight?

2. Is the child free from chronic headache?
3. Does he do his work without fatigue?
4. Is there any frowning while at work?
5. Any posture that might indicate defective vision?
6. Any corneal ulcers or scars?
7. Are eyes free from redness?
8. Are lids healthy looking?
9. Can he read on the blackboard easily from his seat?
10. What is the acuity of vision as determined by the Snellen test type chart?

Record your findings.

—*Eyesight of School Children, U. S. Bureau of Education.*

Grade VIII

"In measles, scarlet fever and smallpox the eyes are very likely to be greatly inflamed and may also be infected. Permanent injury to the sight may result if the utmost care is not used during the disease and for some time after recovery. It is strongly urged that special treatment be given whenever possible during these periods."

—DR. EDGAR T. SHIELDS.

Troubles resulting from defective eyes with imperfect vision.

1. Headache, commonly through forehead or back of head or both.
2. Blurring of sight.

Children who are farsighted may have exceptionally good vision for distant objects, though they cannot distinguish near objects.

3. Nausea and dizziness, sometimes disturbance of digestion, with resulting malnutrition.

4. Nervous exhaustion.
5. Nervous irritation and lack of nerve control, shown in muscular twitching of face, arms and legs.
6. Mental inability to grasp an idea presented through the eyes.
7. Retardation in school.
8. In rare cases, convulsions.

—U. S. Bureau of Education.

Ears

Grade VII

Aim: To find out if the child hears well and is free from ear disease.

A good test for hearing is made by placing the child in a corner of the room, away from noise, if possible, with his back toward the examiner. He is then instructed to close first one ear and repeat every word he hears, then the other ear. At twenty feet in a low tone that can be made quite uniform, the teacher pronounces words for the child to repeat. The conversational tone or the whispered voice may be used. Record 20/20 if he hears well, or some fraction obtained by using 20 for a denominator, and for a numerator the number of feet at which he hears the words.

1. Examine the ears for evidence of impacted ear wax or chronic discharge. Special attention should be given the child if a discharge is found.

2. Acute inflammation of the middle ear, followed by perforation of the drum membrane, often develops into a chronic discharging ear.

3. Nearly all of these cases are complicated with enlarged tonsils and adenoid growths, and unless these pathological structures are removed the ear trouble cannot be cured.

4. Taken reasonably early, however, if the tonsils and adenoids are removed, and this is followed by some intelligent treatment, the discharge can be permanently stopped and whatever usefulness the ear possesses saved.

The following questions will serve as a guide in this examination.

1. Does the child usually answer questions without first saying "What"?
2. Is he attentive?
3. Is he bright appearing?
4. Is his voice monotonous and expressionless?
5. Does he spell fairly well?
6. Does he read fairly well? (New words).
7. Is he free from earache?
8. Does he hear words as far as the average child?
9. Is there any discharge from his ear?
10. Is there any pain on movement of the external ear?
11. Is there any peculiar posture which might indicate deafness?

Record your findings.

Grade VIII

It is not right to allow children to suffer needless pain from ear trou-

bles, and they ought not to be left to outgrow them.

"Deafness is more often caused by colds than in any other way. You see, here inside the ear, a tube leads down into the throat. When you have a cold, the soreness from the throat goes up this tube and all the inside of the ear gets sore. Sometimes an abscess forms and breaks through the ear-drum. People who are continually having colds sometimes lose their hearing.

"Test your own hearing. Put a watch on the table, then get a tape measure and measure off 50 inches to the right and to the left of the table. Stand, first 50 inches to the left of the watch. Then move back a little at a time. Stop when you can't hear the watch. Then move towards it till you just can hear it. How far are you from the 50 inch line?

Then how far can you hear the ticking? Try the same thing with the other ear. Who has the sharpest ears in your room? Perhaps the teacher will test all the children's hearing and reseat them. How could she do this?"

—MARY S. HAVILAND, from "*The Most Wonderful House*," used by permission of the J. B. Lippincott Co.

Every child to do his best work should have:

1. Normal hearing.
2. No nasal obstruction.

Middle ear disease is caused by infection extending from throat. Adenoids, diseased tonsils and catarrhal trouble predispose to infection.

Persons affected with earache or running ears should be treated by a physician.

CHAPTER XXI

The Modern Health Crusade

The Modern Health Crusade is a system of training in good health habits. Its basis is practice and not mere precept. Under it children *do* the duties explained in hygiene and physiology but too often left undone. Millions of American school children have done the health chores of the Crusade within the last five years. The play and romance of the Crusade, its health chivalry, give children the incentive to work systematically and enthusiastically.

The results of Crusade work are physical and moral improvement and better attendance and deportment at school. The Crusade links the school and the home in health work.

How to Start

Give a talk to your pupils comparing the Crusade with the crusades of old and the quests of brave knights. Arouse the children's interest by a story of chivalry from such books as "The Perfect Gentle Knight," World Book Co., Yonkers, N. Y., "King Arthur and His Knights," Rand, McNally & Co., Chicago; "Page, Esquire and Knight," Ginn & Co., Boston. Set forth the privilege of being health knights, their service and happiness. Explain their titles and rewards. The Roll of

Health Knighthood and samples of any insignia to be used should be displayed.

Distribute chore records¹ to the class and have each chore record read and discussed. Have each child who is new to the work place his finger on the space where he is to make an X for a chore done on a certain day. Explain the requirement of certification "on honor" and of signatures. Direct the pupils to pin the records up at home where they and their parents will see the records constantly and will "check up" performance every evening. Tell the children when they are to return their records to you. Remind them of their chores every day. Base several lessons in reading, language and arithmetic on the chores and calculation of credits.

Enlist the support of the community. Explain the Crusade to the parent-teacher association, women's club and pastors of churches. Supply your newspaper with a short article on the Crusade and give it news from time to time on the pupil's progress in health knighthood.

¹ For chore records and other Crusade supplies address your state tuberculosis, or public health association. If you do not know its address write the National Tuberculosis Association, 370 Seventh Avenue, New York.

Crusaders' Code

1. Be outdoors much of your time. When indoors, be sure that ven-

tilation is good. Breathe through your nose. Breathe deeply when exercising.

2. Play and exercise daily. If you are undernourished, have a rest period in the daytime; exercise thoroughly, but stop before you are tired.
3. Eat wholesome food, including fruit, coarse breads, whole grain cereals, and vegetables such as carrots, onions and greens. Avoid fried foods, soggy breads, pickles, spices; avoid much meat, pie crust, cake and sweets, and all impure candy. Eat a nourishing breakfast. Have three regular meals. Drink, slowly, at least two glasses of unskimmed milk, pasteurized or pure. Drink plenty of pure water.
4. Wash your hands always before eating or handling food. Wash ears, neck, face, and clean fingernails every day. Bathe your whole body twice a week at least and shampoo often. Attend to toilet at a regular time every day. Through right food and exercise, see that you eliminate freely. Brush your teeth thoroughly after breakfast and supper. Remove

food from between teeth. Have all cavities in your teeth filled. Consult a dentist twice a year. Have a complete physical examination each year.

5. Get a long sleep every night. Sleep on a porch or have windows open top and bottom.
6. Keep fingers, pencils and everything likely to be unclean out of your mouth and nose. Drink no tea, coffee nor drinks containing injurious drugs. Do not smoke or use tobacco in any form.
7. Keep your mind clean. Be kind, cheerful and courageous. Be sincere and fair.
8. Sit and stand straight. Lying down, be long. Hold reading matter not less than twelve inches from your eyes. Do not read lying down or facing the light. Have your eyesight tested.
9. Be helpful to others. Guard against accidents to others and to yourself. Whenever you cough or sneeze, turn your head aside and cover your mouth with your handkerchief. Spit only in a place safe for the health of all. Keep your clothes, shoes and books neat.

Performance of Chores

There are four sets of Crusade chores, eleven chores in each set. The sets are graded progressively and are recommended for use in grades 3, 4, 5, and 6 successively. The sets of chores are printed on different editions of the chore record, Form A for the third grade, Form B, for the

fourth, Form C for the fifth, and Form D, for the sixth. If, however, one edition is to be used for several grades, Form B is recommended.

It is advisable to have the chores performed for at least 24 weeks during the school year. Many schools conduct the course for 30 weeks. In

Chores. Form A (Grade 3)

1. I washed my hands before each meal today.
2. I brushed my teeth thoroughly.
3. I tried hard to keep fingers and pencils out of my mouth and nose.
4. I carried a clean handkerchief.
5. I drank three glasses of water, but no tea nor coffee.
6. I tried to eat only wholesome food including vegetables and fruit.
7. I drank slowly two glasses of milk.
8. I went to toilet at regular time.
9. I played outdoors or with windows open a half hour.
10. I was in bed eleven or more hours last night, windows open.
11. I had a complete bath on each day of the week that is checked (x).

Chores. Form B (Grade 4)

1. I washed my hands before each meal. I cleaned my finger-nails today.
2. I brushed my teeth after breakfast and the evening meal.
3. I carried a handkerchief and used it to protect others if I coughed or sneezed.
4. I tried to avoid accidents to others and myself. I looked both ways when crossing the street (road).
5. I drank four glasses of water but no tea, coffee nor any harmful drink.
6. I had three wholesome meals including a nourishing breakfast. I drank milk.
7. I ate some cereal or bread, green

(watery) vegetable and fruit, but ate no candy nor "sweets" unless at the end of a meal.

8. I went to toilet at my regular time.
9. I tried to sit and to stand straight.
10. I was in bed eleven hours last night, windows open.
11. I had a complete bath and rubbed myself dry on each day of the week checked (x).

Chores. Form C (Grade 5)

1. Besides my hands, I washed my face, ears, and neck. I combed or brushed my hair today.
2. I cleaned my teeth after breakfast and the evening meal, brushing front, back, and chewing surfaces of all teeth.
3. I did not use a "common" cup or towel. I coughed or spit only when necessary and was careful to protect others.
4. I was careful to keep myself and my desk neat, and helped keep the whole school and grounds in order.
5. I drank four glasses of water and no tea, coffee, nor any harmful drinks. I did not wash my food down.
6. I chewed my food thoroughly, ate slowly and did not run soon after meals.
7. I ate either some beans, eggs, cheese, fish or meat at one meal. I ate watery vegetables or fruit.
8. I attended to toilet at my regular time, and washed my hands afterwards.
9. I tried to keep good posture and to breathe fresh air always, through my nose.

10. I was in bed ten or more hours last night, windows open. I stretched out "long" when waiting for sleep.
11. I took a full bath on each day of the week that is checked (x). I put on clean underwear at least once this week.
9. I played or exercised for at least an hour in fresh air, avoiding overfatigue. I breathed deeply and was careful to keep good posture.
10. I was in bed ten hours last night, windows open. I did not allow a pillow to make me "round-shouldered."

Chores. Form D (Grade 6)

1. I gave careful attention to personal cleanliness and neatness of appearance today. I tried to keep my surroundings sightly and sanitary.
2. I sought to keep the ventilation good and the temperature under seventy degrees in every room I occupied.
3. I tried to be cheerful, straightforward and clean minded; to do one thing at a time and the most important thing first.
4. I was careful to do nothing to hurt the health of any one else. I played fair. I did willingly at least one kind act for another person.
5. I used no tea, coffee, or any harmful drink; no tobacco in any form, nor any injurious drug.
6. I tried to have a "balanced" diet, including energy-making, tissue-building and regulating foods. I was careful not to overeat but tried to keep my weight right.
7. I held reading matter not less than twelve inches from my eyes. I did not read lying down or with straining light or facing the light.
8. I gave proper attention to elimination.

Nutrition Chores

The chores listed above may be known as "normal chores." They are for average children, those who need drill in practices important for health in an all around sense. A blank is provided on all chore records on which the child's weight from month to month may be entered, in comparison with standard weight for height and age, and reported to his parents. The normal chores, however, have no particular reference to malnourished children. The following special "nutrition chores" are provided for them.

1. I was weighed this week on the day checked (x).
2. Besides a nourishing breakfast and the noon and evening meals, I ate morning and afternoon lunches, as directed.
3. I ate only wholesome food today, including at least a pint of milk, vegetables and fruit, as directed; and tried to eat and drink slowly.
4. I drank four glasses of water, some before each meal, and drank no tea, coffee nor any injurious drink.

5. I went to toilet at my regular time.

6. I was in bed last night ten or more hours, as directed, windows open.

7. I rested, lying down more than twenty minutes, both this morning and this afternoon, as directed.

8. I played in the fresh air today, exercising for the time and in the way directed.

9. I washed my hands before each meal today.

10. I brushed my teeth thoroughly after breakfast and after the evening meal.

11. I took a full bath on each day of the week that is checked (x).

The nutrition chores are not varied for different school grades. They may be used for underweight children of any grade and may take the place of either Form A, B, C or D of the normal chores in determining the child's chivalric titles. The performance of 54 nutrition chores each week qualifies the child as a Crusader.

Award of Titles

On completion of the course for the first year every pupil who has done 54 chores each week has a right to the title of Squire; and on the completion of the course for two, three, and four years the pupil becomes successively Knight, Knight Banneret, and Knight Banneret Constant. The last title can never be earned in less than four years. Pupils who have failed in one or more weeks may be allowed additional weeks in the school term in which to complete their records.

The award of titles is best indicated by paper stars placed on the wall chart, "Roll of Health Knighthood," and by badges or other insignia given to the children. The use of insignia, however, is not obligatory. Schools may make the awards in any manner they see fit. Knighting ceremonies are helpful in impressing Crusade teachings. (See Crusade manual.)

Kindergarten

For the kindergarten children the use of pictures illustrating the various health chores, with no reference to recording personal performance of the chores, is recommended. All children enjoy cutting out and mounting pictures. In the Story Hour the teacher may tell a story illustrating one or part of one of the health principles of the Crusaders' Code, and ask the children to look for pictures in the advertising sections of the magazines, or elsewhere, to illustrate the particular "health chore" about which she has been telling them. The pictures may be brought to school and in the "seat work" periods they can be pasted and mounted in the cover paper books which the children themselves can make. These are the "health books," and each child should be encouraged to make his book as attractive as possible.

There is a wide variety of health chores contained in the Crusaders' Code. For example, under principle 1, four separate "chores" can be developed:

1. Be outdoors much of your time.
2. Have good fresh-air ventilation when you are indoors.

3. Breathe through your nose.
4. Breathe deeply when playing.

Similarly, under principle 4, the following cleanliness chores can be developed.

1. Wash your hand before eating.
2. Wash your hands before handling food.
3. Wash ears, neck and face.
4. Clean fingernails.
5. Take two baths a week.
6. Wash hair often.
7. Attend to toilet at a regular time each day.
8. Clean teeth in the morning and evening.

In like manner a set of health chores can be developed from each of the nine health principles of the Crusaders' Code.

The teacher knows best which health chores are most necessary for her particular group. For the kindergarten children it would seem best to have in mind some such simple set of "health chores" as these:

The "Do" Chores

1. Clean hands.
2. Clean face, ears and neck.
3. Clean teeth.
4. Drink milk.

5. Drink water between meals and before breakfast.
6. Sleep with windows open.
7. A bath at least once a week; twice, if possible.
8. Attention to toilet at a regular time each day.

The "Don't" Chores

1. Don't put fingers, pencils or anything likely to be unclean into mouth or nose.
2. Don't drink tea or coffee.

Advertisements of soap manufacturers offer excellent material for pictures illustrating cleanliness. Advertisements of bathroom fixtures are also good for this subject. Where it is difficult to find good illustrations for some of the chores, simple drawings can be made by the children, in some instances. For the chore regarding regular attention to toilet, the picture of a clock, suggesting the value of regularity, may be used. Similar adaptations will occur to every teacher.

First and Second Grades

For the first and second grades a combination of the pictured chores of the kindergarten and the printed chore records of the third and following grades can be made by the child under the teacher's direction.

Advanced Course

The Round Table of the Modern Health Crusade

The activities recommended for an advanced course under the Crusade system are grouped in the program of

the Round Table. The work and tests required to become a Knight of the Round Table are especially fitted to children of the higher grammar grades and high school. A child

must have become a Crusader of the rank of Knight Banneret through the chores of the general course, before he can become a Knight of the Round Table.

Qualifications for Seats

All Modern Health Crusaders with rank as high as Knight Banneret are eligible to the Round Table. The pupil secures a "seat" by earning 100 or more points through some of the following qualifications. They represent a possible 300 points.

1. Obtaining a school mark of 85% or more in a course in hygiene to 30 points.
2. Passing the athletic tests standardized by the Playground and Recreation Association of America. 20 to 30 points.
3. Having a weight approximating or reaching the standard for height and age. 10 to 30 points.

4. Passing the tests for correct posture standardized by the American Posture League. 20 to 30 points.

5. Passing physical examinations described in Crusade manual. 5 to 50 points.

6. Passing the examination required for the Certificate of First Aid issued by the American Red Cross. 30 points.

7. Passing the tests in swimming required by the American Red Cross for Junior Life-saving Crews. 10 to 30 points.

8. Scouting and Camp Fire Girls. 10 to 30 points.

9. Work in a community sanitation program. 5 to 40 points.

For National Tournaments, interstate, city and county cup contests, knighting ceremonies, health clubs, Crusade supplies, see the Crusade Manual.

Signs of Disordered Health

"Children showing signs of disordered health should be wisely and tactfully helped and an effective correlation established between the teacher, the school and the medical inspector. Sick children should be sent home. Physical defects and health abnormalities should be referred to the proper authority. In so far as it is reasonably possible, the teacher should assist in following up the health advice given to the pupils." —*Physical Training Syllabus*, The University of the State of New York.

1. Inspect your pupils every day for signs of health disorders and physical defects.

2. Cultivate the habit of rapid general observation of the entire class.

3. After some experience, these inspections will take only a few seconds of time.

4. The more detailed examination is the duty of physician, not teacher.

5. Be always on the alert to detect signs of health disorder.

6. Do not be afraid to make mistakes.

7. Be quiet about your inspections and your judgments about your pupils.

8. Make your relationship sympathetic and confidential.

9. When you note that a child is showing signs of disordered health make your further investigation of those signs quietly so that the attention of other children may not be unduly drawn to the event.

The most common signs of disordered health for which pupils should be sent home are:

1. Nausea or vomiting.
2. Chills.
3. Dizziness, faintness.
4. Unusual pallor.
5. Rash of any kind.
6. Fever.
7. Running nose.
8. Sore throat.
9. Acutely swollen neck glands.
10. Cough.

Appoint health officers and sanitary inspectors each week or form health clubs to aid in the daily inspection, and to render service in better hygiene and school sanitation.

(See Crusade manual.)

Some health standards.

Every teacher and pupil should strive to possess good vision, good hearing, good teeth, good digestion, good circulation, good respiration, good nerves, normal skin, normal glands, and normal functions, and to secure plenty of sunshine, restful sleep, time to eat, nourishing food, wholesome exercise, invigorating air, relaxation, pure water, helpful co-operation, and physical strength.

"Healthy bodies make possible strong minds and efficient teachers and pupils."
—*The New York State Department of Education.*

Instruction in Hygiene.

One definite objective that must be kept in mind by every teacher is the formulation by the teacher and adoption by the children of a daily routine which will embody the health habits known to be best. As indicating what is needed, the following is worthy of attention:

School child's daily program.

1. Rise promptly.
 2. Take breathing and setting-up exercises appropriate to the grade.
 3. Wash (warm water and soap) hands (use a hand brush), face, neck, chest. Cold splash on face, neck and chest. Clean finger nails.
 4. Clean teeth. Brush the gums and the whole mouth, rinse the mouth. Drink a glass of cool water.
 5. Dress with inspection of clothes as to cleanliness.
 6. Eat slowly at breakfast and chew well.
 7. Attend the toilet and wash hands afterwards.
 8. Prepare for school. Books and clothes clean and in order.
 9. Observe regulations as to entering school.
 10. Care for outer clothing. Attend to order of desk and prepare for Daily Hygienic Inspection.
 11. Keep correct standing and sitting postures in school.
 12. Drink water at recess. Use only individual drinking cups or bubble fountain.
 13. Return home for lunch without loitering. Wash before lunch. Eat slowly.
 14. Play in fresh air after school.
 15. Study. Pay attention to lessons and finish the work.
 16. Wash and prepare for the evening meal.
 17. Prepare for bed early. Attend the toilet, wash, brush the teeth, put clothes in order and open windows.
- "Health and Physical Education," Utah State Dept. of Public Instruction.*

Emphasize the value of a nourishing breakfast. Ask yourself the following questions:

1. Does the child have a healthy appearance?
2. Is his color good?
3. Is he average weight for his height? (Consult table, page 311.)
4. Does he seem to be growing well?

Note his general appearance, his tone, his keenness for physical activity. Find out if he goes to bed early enough to get sufficient rest daily; if his bedroom is well ventilated; if he is growing well, whether or not his food habits are satisfactory. Make a conscientious effort to find out the cause, provided he is undernourished. It may be an habitually poor breakfast or luncheon, the drinking of tea or coffee, sleeping in a poorly ventilated bedroom, or recent debilitating disease.

Habits which spread disease.

1. Holding in the mouth pins, pencils, marbles and any other articles liable to carry bacteria.
2. Exchanging bits of candy, chewing gum, fruits, whistles, anything that has been in another's mouth.
3. Wetting a lead pencil with the lips.
4. Tasting with another child's spoon.
5. Drinking from another child's glass or cup.
6. Putting fingers in mouth or nostrils.

Emphasize also keeping the fingers away from the eyes.

"By experiments made with a drinking cup in a city school, it was found that in a space no longer than the head of a pin on the brim of a cup which had been used for nine days, there were over one thousand bacteria. It was estimated that the edge of the cup likely to be touched

in drinking bore not less than five million germs."

—O'SHEA AND KELLOGG, *Building Health Habits*

If consideration for others is taught, the children will not be so likely to spread disease through coughing and spitting. Civic duty is first learned through personal duty.

Nearly all germs come from the bodies of the sick.

Modes of entering the body: Through the mouth, nose, and skin.

Some Germ Diseases:

Diphtheria, Measles, Scarlet Fever, Whooping Cough, Pneumonia, Tuberculosis, Septic Sore Throat, Colds, Grippe, Typhoid Fever, Smallpox, and Infantile Paralysis.

"A sick man drinks from a public drinking cup. He may leave disease germs from his mouth on the rim of the cup. Then a little girl comes for a drink, and the germs get a fine chance to slip into her mouth while she is drinking.

"A man with disease germs in his mouth spits in the street. A little boy comes along and gathers up some of the germs along with the dirt which clings to his boots. When he goes home he does not stop to wipe his boots on the doormat. He goes into the sitting room and some of the dirt on his boots is wiped off on the rug. His little sister is playing on the floor. These germs get on her hands; she puts her fingers in her mouth and the germs go with it. What may be the result of this?"

—O'SHEA AND KELLOGG, *Building Health Habits*.

Story—"His Sentinels," page 72.

Use this story for the beginning work on Prevention.

The goals of health instruction are:

1. To establish good health habits.
2. To give the child a practical knowledge of the principles of healthful living.
3. To develop health ideals.
4. To arouse a sense of individual

responsibility for the health of the community.

Prevention.

"There is a new attitude about health. No longer is it good taste to talk about our physical ills, our loss of sleep, headaches, aches, pains and our poor digestion. It is our business to try to keep well and fit and to cultivate appropriate means to this end. A new and real gospel of health is being preached and practiced among men and women. There has been in progressive medical circles a transfer of emphasis from the cure of disease to its prevention.

—C. N. KENDALL.

Methods of prevention of disease: Education, physical upbuilding, cleanliness, isolation and quarantine.

The general principles of modern isolation and quarantine procedures are:

1. To prevent further spread of infection from existing sources—which means the search for and isolation of all infective persons, whether cases or not. Mild, unrecognized and concealed cases, suspects, carriers and infective contacts, must be considered in every instance; these should be sought amongst the total of persons who are contacts or recent associates of cases.

2. To prevent further spread of infection from developing cases, which means providing for the prompt handling of all persons already infected, but not yet infective, i. e., of those who may become cases as soon as their incubation periods are ended. These should be sought amongst the non-immune contacts and associates of the cases.

—DR. H. W. HILL.

What diseases are subject to quarantine in your state?

Is a person who breaks quarantine a good citizen?

Read the record of Health Chores carefully. Teach the children that their daily performance is a practical measure of prevention.

Health Commissioner Powers of San Francisco catalogs what he terms "Enemies of Children" under:

Doctors who don't report their cases of contagious diseases.

Dirty milkmen.

Flies.

Tuberculous cows.

Persons who conceal contagious diseases.

Hokey-pokey men.

Reckless automobile speeders.

Violators of quarantine.

Manufacturers of adulterated candies.

Manufacturers of adulterated foods.

Child slavers.

Parsimonious taxpayers who place the hoarding of money above measure for the protection of child life.

Mothers who needlessly deprive their babies of mother's milk.

School boards that neglect air, light and sanitation.

Venders of soothing syrups and other "doped" nostrums.

The list is worthy of being posted in every household. Properly interpreted and digested, it will do more good than much medicine.

To these should be added:

Those who neglect the teaching of the formation of good health habits.

Means of combating these enemies:

Federal government, state government, municipal government, all good citizens, art galleries, children's

hospitals, Children's Bureau, Congress of Mothers and Parent-Teacher Associations, baby health conferences, juvenile courts, visiting housekeepers, visiting nurses, health associations, churches, schools, press, libra-

ries (reading rooms), playgrounds, Camp Fire Girls, Boy Scouts, social centers, study clubs, civic improvement clubs, Housewives' League, child welfare exhibits, and all associations for child betterment.

Health Clubs

Organize the school into a city, village or Health Club. (See Crusade manual.)

Elect officers, appoint committees with definite duties.

Use influence against spitting on sidewalks.

Help keep streets and alleys clean.

Encourage people to sod along the walks.

This helps to keep down the dust.

Does the town, village, school or home make a good appearance to a stranger entering it for the first time?

Health Officers

Aim: To develop a sense of responsibility in the health of the school.

A good plan is to appoint each week a suitable number of pupils to act as health officers for the room.

1. To keep a temperature record, reading the thermometer at one hour intervals and placing the results on the blackboard.

2. To test the ventilation by stepping out into the fresh air for a few minutes, returning and noting whether the odor is offensive or not.

3. To read the hygrometer at one hour intervals and place the record before the class.

4. To see to the cleanliness of the room.

5. Whenever any condition named

is unsatisfactory, it should be reported and made a matter of class discussion, which will give an opportunity to explain the principle underlying the regulation and if necessary to set in motion remedial measures for the correction of the faulty condition.

6. The teacher or health supervisor will give the detailed directions concerning the opening of windows during the two minute or four minute physical exercise periods, the flushing out of each room during recess periods, so that nothing further need be said here on that matter; but whatever the directions may be, the pupil health officers can be made responsible for carrying them out.

—"Health and Physical Education," Utah State Dept. of Public Instruction.

Knighthood

Grade IV

Into the life of every child should come a time when especial emphasis, training and guidance should be placed upon the finer essence of living which we call honor, courtesy, kindness and duty. These regal attributes should be, and very frequently are, stressed all through the grades, but somewhere along the line a more definite instruction should be given.

The true knight gave up all thought of himself. At the moment of investiture he swore to renounce the pursuit of material gain, to do nobly for the mere love of nobleness; to be generous of his goods; to be courteous to the vanquished; to redress wrongs; to draw his sword in no quarrel but a just one; to keep his word; to protect the helpless and to serve women. The investiture of a knight was no less truly a consecration to high unselfish aims for life.

Teach the children that they can become modern knights by the faithful performance of the health chores. Story—"The Color Bearer," page

75.

Grade V

This is the Rule for the Gallant Knight.

"Be meek of heart! Work day by day;
Tread, ever tread, the knightly way;
To everlasting honor cling
Let none the barbs of blame to fling.
Be open handed, just and true
The paths of upright men pursue;
Do you brave things, great and right
This is the rule of the gallant knight."
—EUSTACHE DESCHAMPS.

The Training of a Knight.

1. At the age of seven years the boy was removed from his father's house to the court or castle of knights.
2. He was placed under the care of the governor, was taught religion, respect and reverence for superiors. He was called a page.
3. His duties were to carve, to wait table, to perform menial services.
4. He learned to sing, dance, play on the harp; hunting, falconry and fishing, wrestling and tilting.
5. He performed military exercises on horseback.
6. At the age of fourteen years he became an esquire.
7. In heavy armor he learned to vault on a horse, to run, to scale a wall, to wrestle, to wield a battle ax, and acquired all acts of courtesy.

—BULFINCH.

(Read "Tournaments," Crusade manual. See bibliography, "Knighthood," page 390.)

A description of ancient tournaments.

"His straying thoughts, (the antiquarian) would range amid the courtly festivities and picturesque array of joust and tournaments depicting the helmets, waving plumes and sparkling jewels, the gorgeous armory, the exulting banners, and the splendid shows of chivalric pageantry.

"The merry songs of the minstrels, the cheering cries of the heralds, the rich swell of military music, alternating with the chime of bells and the startling blasts of trumpets and clarions would delight his ear.

"He beheld in fancy's proudest colors the varied resplendence of gold, silken flags and pennons, the superb draperies of velvet, tissue and tapestry that adorned the royal gallery rich in the fascinations of high-born beauty.

"He gazed upon the ermined monarch with his plumed and glittering attendants and on stately looking heralds eagerly engaged in their preliminary duties.

"At length a flourish of trumpets summoned the knights of the lists. Having bowed to the ladies the gallant champions entered their gay pavilions at either end of the arena. Anon the trumpets and clarions again rent the air, mingled with the shouts of the heraldic body:—"Come forth, Knights, come forth!" The graceful and dignified cavaliers arrayed in their blazoned camises or surcoats, sheathed from head to foot in their burnished mail, complied with the welcome summons. Lightly vaulting on their fiery chargers, each rightly caparisoned and armed at all points they awaited the third and most important signal.

"Retiring to either end of the roped space, beneath a banner of their own arms, attended by their sergeants at arms, and pages, the rival aspirants with visors closed, shields adjusted, laid in their rests their rocketted lances, reined back majestically their pawing steeds till the sign of

the 'Knight of Honor' communicated to the heralds called for the inspiring shout of 'Let's go' and the ropes which separated the contending parties were withdrawn.

"The dead silence, the low hum of anxious curiosity, that bespoke the intense sympathy of the spectators was now broken or lost in the clang of wind instruments, the swift roll of reverberating drum, the shouts of the assembled thousands and the thunder-like crash of the rushing coursers as they with the fiery speed of the bolt of Jove himself, bore their gallant riders in dread championly career to the point of encounter.

"'On Valiant Knights! fair eyes behold you!' might still be heard above the glorious tumult. Again and again did the third blast of the silver clarion afford the signal for fresh engagements.

"The minstrels gave bursts of warlike melody and the admiring spectators swelled the joyous chorus with eager shouts. Between each encounter the animating cries of the heralds were renewed and the hearts of the combatants responded to their thrilling acclamation.

"At length the lord of the tourney dropped his warder, a signal for the termination of the contest, the heralds shouted, the trumpets sounded and the festival followed with its crowning accompaniment, the distribution of the prizes to the successful combatants by the snowy hand of the youthful 'Queen of Beauty.'

"The tournament was a sport entailing physical endurance and calling for great personal courage. It was a sport moreover in which it was at-

tended that no animal should suffer either death or pain; even the accidental wounding of a horse was visited with a penalty 'Who so striketh a horse shall have no prize.' "

—FRANCIS HENRY CRIPPS-DAY.

Grade VI

"A knight there was, and he a worthy man

That from the time he first began

To ride out, he loved chivalry

Truth and honor, freedom and courtesy."

—CHAUCER.

The trappings, pomp, pride of knighthood and the feats of honor hold a strong appeal to girls and boys in the sixth grade.

"Chivalry taught the world the duty of noble service willingly rendered. It upheld courage and obedience. It glorified the virtues of liberality, good faith, unselfishness and courtesy, above all courtesy to women. It exercised a great and wholesome influence in raising the medieval world from barbarism to civilization."

—FRANCIS W. CORNISH.

"In its widest meaning Knighthood or Chivalry is only a name for that gen-

eral spirit which disposes men to heroic and generous actions, and keeps them conversant with all that is beautiful and sublime in the intellectual and moral world. In this sense every boy and youth is in his mind and sentiments, chivalric. As long as there have been or shall be, young men to grow to maturity, until all youthful life shall be dead, and its source withered forever, so long must there be the spirit of noble chivalry."

—H. N. DIGBY.

Ideal of knighthood—service.

Interpretation of ceremonies attending knighthood.

Bath—cleansing from sin.

Bed—repose in Paradise.

White sheets—purity.

Red robe—blood shed in defence of the right.

Shoes (brown or black)—the earth in which we shall lie, for pride is unbecoming to a knight.

White girdle—a clean life.

Spurs—ready service.

Two edges of sword—self-defence and succor for the weak.

White cord—pure heart.

Contests¹

There are many varieties of contests open to Health Crusaders of all ages. Those adapted to one locality are not always suitable for another.

Contest activities may be divided into three classes:

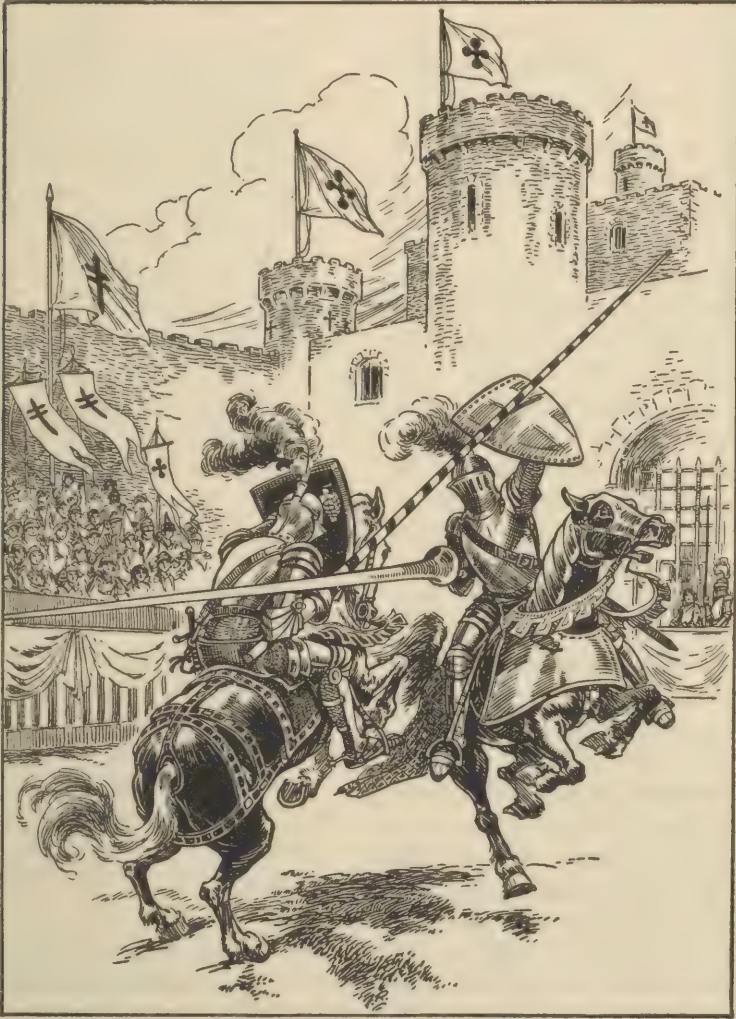
1. Contests for ungraded rural schools
2. Contests for graded schools in centers of population
3. Contests for high schools and colleges

¹ Resumé of a paper prepared by Louise Strachan, Assistant Crusade Executive, National Tuberculosis Association.

In the first class—the ungraded rural schools,—scrapbook contests are practical. Every child loves to cut out pictures. A series of health posters on the eleven Crusade chores can be made of pictures found in the advertising sections of the numerous weekly and monthly magazines which are found in almost every rural home. These can be put in scrapbook form, and a prize may be awarded to the child having the most attractive scrapbook.

The following competitions, suggested by the Metropolitan Life Insurance Company, are also suitable for ungraded rural schools:

3. The child showing the greatest pride in personal appearance as evidenced by clean face and hands, hair brushed, shoes clean



1. The child showing the greatest gain in weight.
2. The child who is below normal weight for height and age, making the greatest relative gain in weight.

- and clothing neat even though it be old and worn.
4. The child with the best deportment mark.
5. The child with the highest scholastic standing.

6. The child who, unassisted, prepares the best story on why he should drink plenty of clean milk, keep his teeth clean, sleep with windows open, and avoid tea and coffee.

In the second class—graded schools in centers of populations,—contest possibilities are many.

1. Poster contests are always good and there is a chance in this class to get some really fine health posters.
2. A song contest is great fun. Each class adopts a health song. The verse may be original with the class and adapted to some popular tune, or some health song already in use may be taken. A prize is given to the class which sings its health song best, and another prize may be given to the class whose song is judged the best. The best song may be adopted as the health song of the whole school.
3. Contests along physical training lines. These may be worked out with physical training instructors.
4. Essay contests. The publishing of the best essay in the local newspapers is usually incentive enough to the Crusaders, and incidentally is the best kind of publicity for the health association promoting the contest.
5. A neatness and accuracy contest. A prize may be awarded to the school or class having the neatest and most accurate

chore records. This contest is suitable also for ungraded rural schools.

6. Speaking contests. Interest in the romantic side of the Crusade can be aroused by having the subject matter of the speeches deal with the stirring deeds of the knights of old and particularly with the adventures of King Arthur and his Knights of the Round Table.

“Join the School Army of the Physically Fit” was the slogan for a Health Crusade contest conducted not long ago in the schools of Washington, D. C. An attractive certificate in red, white and blue was awarded by the Health Crusade Committee to each pupil who accomplished four things.

1. Became a knight banneret.
2. Obtained the consent of his or her parents for a thorough examination by the school medical inspector.
3. Secured the correction of any physical defects found.
4. Attained normal weight, or within 5% normal, by eating proper food and observing health rules.

In the third class—the high schools and colleges,—more advanced forms of posters, song and speaking contests can be used to advantage. Play writing contests, with a production of the best one as the prize, are also recommended for this class.

The greatest and most fascinating of all contests in the Crusade are the

tournaments in Health Knighthood and the cup contests. Every year more and more schools throughout the country take part in the national

tournaments. For information regarding the tournaments write to the National Tuberculosis Association, 370 Seventh Ave., New York City.

CHAPTER XXII

Incentives to Create an Interest in Health

Debates

Resolved: That the nose is more essential to good health than the mouth.

Organize other debates on the relative values of the throat and teeth, eyes and ears, skin and lungs.

Resolved: That butter is more nutritious than oleo-margarine.

That lard has more food value than vegetable oils.

That a girl does health chores to be beautiful rather than to be healthy.

That sanitary conditions can be improved more readily by creating an interest in them rather than by the mere passing of sanitary laws.

That golf is a more healthful exercise than tennis.

That life in the country is safer and healthier than life in the city.

That illness is much more expensive than health.

A good time to conduct these debates is in the hygiene and sanitation periods.

The children will acquire more real practical knowledge while preparing and presenting a debate than they would learn from mere classroom instructions.

Socialize the recitation so that each child has a possessive interest in it.

Posters

Posters emphasize a point or call attention to health activities in a most effective manner. The United States Government recognized their efficiency when it used them so extensively during the war.

Posters may be classified in two main divisions: (1) free hand; (2) pictures cut out and mounted on harmonizing colors.

In each case the posters should include lettering that emphasizes some particular point.

Positive rather than negative statements are usually to be preferred.

Questions sometimes emphasize the point more clearly.

Teach the children to think of health in terms of beauty, joy and happiness.

When a variety of pictures are used as in a breakfast or other charts avoid a "cluttered" appearance.

1. Place pictures in regular horizontal or vertical rows.
2. Paste upon separate sheets making a frieze or border.

Manufacturers and distributors of soap, foods, and shoes, bathroom and plumbing fixtures, issue most attractive pictures which properly mounted with the advertising eliminated, make beautiful studies.

Vegetable, seed, and grain catalogs contain attractive poster material.

Magazine covers and advertising pages are a gold mine to a poster enthusiast.

Use the materials you can find.

Decide what size of lettering is best suited for the poster.

Cut squares of paper of uniform size. The pupil then has the correct height and width. If he is unskilled in cutting, the center of the letters will be the only place it shows.

Select paper that harmonizes with the colors in the picture.

It is always safe to mount on gray, tan, or brown paper.

Be careful not to mount pictures containing yellows and browns on gray and the reverse.

"Miss Jenkins' Sketch Book," American Child Health Association.

"Seat Work, Stencils, Fruits and Vegetables," G. P. Brown Co., Beverly, Mass.

"Stencils of Food Models," Chicago Book Store, 5802 Ellis Ave., Chicago, Ill.

Excursions

Previous to the day on which the excursion is to be taken make all the necessary arrangements.

1. Secure the consent of the proprietor.
2. Tell the children to explain to

parents where they are going.

3. Talk about points to be noted.

4. Talk about health points before going.

Put most important information in notebooks.

Use the information gained for reading lessons, language work, geography, history and civics notebooks.

Pictures, photographs, clippings and other literature add an interest to the subject.

Grocery Store:

1. Are bread and vegetables covered?
2. Is floor clean?
3. Are there any flies?
4. Do clerks look clean?
5. Methods of handling the groceries. Dirty hands, dirty clothing, fly-specked food, spread disease.

Butcher Shop:

1. Cleanliness.
2. Shop.
3. Furnishings.
4. Employees.
5. Disposal of scraps.

Dairies or Milk Depot:

1. Cleanliness of employees, building, utensils, and receptacles.
2. Methods of handling products.

Other excursions may be planned to soda fountains, ice cream parlors, factories, and bakeries.

Booklets

Value of booklets:

1. Arouse interest in the subject under discussion.
2. Help fix facts of health and hygiene.

3. Provide excellent educative seat work.

Covers may be decorated and lettered during the drawing period or as seat work.

Children can get better looking letters if the paper used for the cutting is of uniform size, either square or oblong. This keeps the height and width more nearly accurate.

Notebook suggestions.

1. Decide what shall be placed in the book.
2. Make the book after an estimate of the needed number of pages is made.
3. Methods of fastening: Sew the back by machine or by hand with long and short stitch. It may also be fastened with paper fasteners.
4. Estimate size and kind of letters, design or decoration for the cover page. Fold paper for cover and inside pages. Sew or fasten securely. Make and place decoration for cover page. Use letters, pictures, or designs cut out from magazines or other advertising material.
5. Material: Pictures from magazines, advertisements, catalogues; free-hand cuttings, drawings, paintings; typewritten, printed or written words, lines, paragraphs or pages.

"Good health clubs should be organized. These should elect their own officers, choose an ideal which takes life in the shape of a motto to be kept before them at all times.

"They should have health notebooks in which are kept accounts of

their health habits, clippings of articles and pictures relating to health matters culled from newspapers and magazines. These health items should form a regular part of current events discussions.

"The health notebook may be made more real and attractive by drawings made by the pupils, by writing under pictures of animals lists of food eaten by the animal or of the food and clothing provided by his flesh, skin or hair. For instance the sheep presents a wealth of interest. His flesh is food, his skin makes shoes, gloves, belts, his hair makes wool and all it denotes in warm clothes, stockings, and mittens.

"Pictures of sports open the way for interest in posture, plays, games, folk dancing, and for the less interesting, but often essential relief drills of physical exercise.

"In the upper grades correlate particularly with geography, English and history, and pre-vocational activities. The health notebook should accumulate a wealth of material and pictures on different peoples and the ways of living and particularly of industries with discussions of these in the relations of certain processes of manufacturing to health, visits to factories, mills and shops to see how the health of employees is guarded, covering such factors as sanitary arrangements, lunch rooms, rest rooms, athletic fields, and other recreation facilities."

—Used by permission of the State Department of Public Instruction Penn.

Dramatization

The first time a story is dramatized talk it over with the children

Choose several to stand to try out for the same part.

1. There is an incentive in competition.
2. A child loses his self-consciousness when standing with others.
3. Ask the child how *he* would say the words of this particular character in the story, the next and next, down in line.
4. Let the other children choose the one they think takes the part best. It is often surprising to find the most quiet child develops real ability, and children are extremely honest in their judgments.
5. Choose the places where the different characters shall stand and the location of different parts of the story.
6. Make no corrections or criticisms while the story is being played but commendations are always in order.
7. Discuss with the children where the dramatization can be improved next time.
8. Assign different children to

take the part of the characters in the story. Do not try out for parts again.

9. All stories do not lend themselves readily to dramatization.

Letter Writing

1. Decide what should go into the letter.
2. Have all the children write letters paying attention to English, punctuation, correct form, and neatness.
3. The teacher and the class decide which letter should be sent.
4. When the information, literature or material is received, send a letter of thanks.

Health Clippings

Ask the children to bring to class short or long articles clipped from newspapers.

Read these to the class.

A scrap book may be compiled using newspaper clippings or typed sheets; or clippings may be posted on the bulletin board; or pasted on cardboard and filed for future reference.

CHAPTER XXIII

Community State and Federal Health

Grade VI

Community Health

Story—"The Making of our Country's Flay," page 93.

Aim: To teach what the flag means.

To teach that good citizens should have good health habits.

Community Needs:

Aim: To teach that the health of the community is dependent on the individual.

In the earlier days even the most elementary public functions were performed by the individual.

1. He built roads and bridges, paved streets and lighted the streets before his own doorway.

2. He was his own constable.

3. Such health protection as he enjoyed was the result of his own vigilance.

4. Education was conducted at home or by the church. The library was a priestly possession as was all learning.

5. His house was his castle even in the midst of the city and society offered him little save the administration of justice and protection from foreign foes.

Today the community protects his

life and his property from injury.

1. It safeguards his health in countless ways.

2. It oversees his house construction in towns and cities, and protection is given him from fire.

3. It builds his bridges and cleans and lights his streets.

4. It collects his garbage in cities and it furnishes him with labor through employment bureaus both for city and farm labor.

5. It educates his children, supplies them with books, and in many instances with food.

6. It offers him a public library and allows both town and country children to use the books.

7. It offers him recreation through community meetings and playgrounds.

8. It administers justice, supplies physicians, nurses and hospital services.

9. It provides for inspection of food and water and compels sanitary conditions.

10. It safeguards him from contagious diseases, facilitates communication, and in some instances offers opportunity for higher education and training.

—From J. H. TUFT'S "Real Business of Living," Henry Holt & Co.

Community Provisions for Health.

Part I.

Aim: To impress upon each pupil a sense of responsibility. This can grow out of a proper conception of one's community relations—vital interest is necessary and then he will desire to act.

1. For pure air:
 - a. Ventilation of buildings.
 - b. Suppression of smoke and gas.
 - c. Tenement house laws and inspection.
 - d. Cleanliness of outbuildings
2. For pure food:
 - a. Pure food and drug laws.
 - b. Inspection of markets and dairies.
 - c. Inspection of slaughter houses.
 - d. Inspection of cold storage.
3. For pure water:
 - a. Wells and water systems.
 - b. Stream protection and filtration.
 - c. Sewerage disposal.

—*From Course in Citizenship, Iowa State Dept. of Public Instruction.*

Visit a dairy or a market.

What provisions are made for the health of the community in the places where food is sold?

(See "Excursions," page 375.)

What provisions are made for the ventilation of the school building? Of the churches and theaters in the community?

Are the outbuildings and alleys clean?

How can individuals working through organizations improve the health of the community?

"The New York Tuberculosis Association's demonstration of the atrocious 'Lung Block' as they named it, was the impetus for the remodelling of the tenement laws of that city, and such instances might be numbered without end throughout the country."

—DR. DAVID R. LYMAN.

Name instances with which you are familiar in which organizations improved the health of your own and other communities.

Community Provisions for Health.

Part II.

1. For exercise:
 - a. Gymnasiums.
 - b. Playgrounds.
 - c. Athletic fields.
 - d. Parks.
 - e. Swimming pools.
 - f. Skating ponds.
2. For cleanliness.
 - a. Disposal of household waste, garbage and of human waste or sewerage.
 - b. Street cleaning.
 - c. Public baths.
3. To avoid contagion:
 - a. Medical inspection for schools.
 - b. School nurses.
 - c. Vaccination.
 - d. Quarantine—local, state, national.
 - e. Insect extermination.
4. To restrict the use of drugs:
 - a. Temperance societies.
 - b. Prohibition or regulation of sale and manufacture of alcohol and tobacco and drugs.

What provisions has your community made to avoid contagion?

Who are the health officers in your community?

Why is a vital statistics law necessary?

Who are the officers in your state board of health?

What are their duties?

School Nurses

People are now realizing that the best place to help individuals cultivate good health and in which to prevent the spread of disease is in school. Children are more susceptible to disease than are older people. The school brings children close together and keeps them indoors much of the time. Therefore they ought to be well guarded.

What laws does your state have to provide for school nurses?

How does a school nurse help?

In 1919 reports were received from the health workers in a state in the Middle West who were trying to eliminate physical defects in children. The figures showed an appalling condition. The school children were given Crusade work as an intensive training in good health habits and school nurses worked among them. In June 1921 another set of reports containing answers to the same questions was received. A comparison of the two reports is significant.

	Year	Year
Defects	1918-19	1920-21
Teeth	60%	39%
Tonsils and adenoids.	55%	29%
Underweight	60%	32%
Vision	12%	12 plus %
Hearing	5%	4%

The Visiting Nurse.

1. The mother believes that the nurse knows what she is talking about; that she is not visiting her to make capital out of her, but to pro-

tect her baby; that she is a woman and cannot help loving babies; in short, she gives her her complete confidence.

2. The nurse's visits are frequent, and the mother does not have much time to get rankly careless between them.

3. At each visit the nurse brings the school to the home in lessons graded and fitted to the personal intellectual capacity of the woman.

Hospitals.

"Until recently a person who became sick had to be cared for in his own home no matter how ill he might be, and neighbors had to help the family in nursing him. He even could not have physicians see him often, as they were few and often lived miles away. As the country becomes more thickly settled more doctors are to be had, and now in addition to physicians we have trained nurses. As towns grew larger, people wanted a special place where patients could be cared for by trained nurses, so hospitals were opened. As yet most hospitals are owned by churches or by private individuals, but they are coming to be more and more provided for by town and cities at public expense."

—*Course in Citizenship—Iowa State Dept. of Public Instruction.*

What provision does your state make for hospitals for people who are unable to pay, for tuberculosis, and for contagious diseases.

Write to your state board of health at the state capital for information. (See Letter writing, page 376.)

Recreation and Health

Aim: To teach that recreation is vital to health.

1. To what extent are there people in your community who have not sufficient leisure for recreation?

2. How is it in the case of women? Of children?

3. What causes deprive people of leisure in your community?

4. Which affords greater leisure, rural or city life?

5. What attempts are being made to increase the leisure of men and women?

6. What are the facilities for recreation in your community? List such facilities as you can.

7. Are these facilities open to all classes of people?

8. Are they accessible to all as far as location is concerned?

9. Would you call a public library a means of recreation? A saloon? A movie house? A civic center? A club?

10. Is your community doing all it might do in providing facilities of this character?

11. Many people do not know how to take proper recreation. Improper recreation is worse than none. Name some kinds which you consider improper.

12. State advantages of supervised play—disadvantages too.

13. Explain the value of censorship of moving pictures, the supervision of dance halls, the regulation of high school social activities.

Recreational Agencies.

Athletic associations.

Ball grounds.

Bowling alleys.

Boy Scouts.

Camp Fire girls.

Dance halls.

Gymnasiums.

Knights of Columbus.

Libraries, museums.

National, state, city parks.

Picnic grounds.

Playgrounds—rural and town.

Public baths.

Public gardens.

School recess.

Skating ponds.

Summer camps.

Swimming pools.

Theaters.

Y. M. C. A.

Y. W. C. A.

Charities

Charities are necessitated by the inability or the failure of some individuals to secure for themselves health and the elements of welfare because of defects or inefficiency on their own part, or because of imperfections in social organizations. The term "charities" has come to include not only the care of those who are dependent, but also the efforts of society to reduce the causes of dependence.

Causes of dependence:

Sickness, dissipation, physical defects, accidents, loss of bread-winner, lack of employment, lack of skill, insufficient wages, laziness, shiftlessness, and crime.

The pupils should be led to see that there are different groups of people who are dependent on the community.

1. The group of men and women who are willing to work but through some misfortune or accident are unable to support themselves.

2. The group of men and women who are willing to work but because of lack of skill, or irregularity of employment, are unable to earn enough to be self-supporting.

3. The group of men and women who are able to work but who are

unwilling to put forth the effort and prefer to be cared for by others.

The first group must be cared for permanently; the second must be assisted temporarily and restored to economic independence; the third should be compelled to become self-supporting.

The question may now be raised whether there are people not men-

tioned in the list who have to be supported by the community. Children and some old people are dependent upon others to support them, but if they do not have relatives to keep them it is necessary for the community to take care of them.

How does good health lower the number of charity cases?

—*Course in Citizenship, Iowa State Dept. of Public Instruction.*

Grade VII

The State and Public Health

Aim: To show the relation that exists between the individual, the community and the state.

To teach how the state helps promote health.

Write your state department of public health for literature, pamphlets, and visual education material.

(See Letter writing, page 376.)

Many state departments of public health send out information concerning food, water, sewage, epidemics, tests for typhoid, identification of disease carriers, examination of dogs for rabies, and other health subjects. It establishes standards in regard to the reporting of births, deaths, and contagious diseases, and makes regulations in regard to adulteration of drugs and foods. Expert trained service is provided in many cases.

Suggested questions.

1. What people in your community do not have leisure for recreation?

2. How many hours a week are women allowed to work in your state? Children under sixteen years of age?
3. Are the poorer sections of your community well provided with playgrounds?
4. Make a complete list of all recreation facilities in your community.
5. Do any of the churches provide gymnasiums? Should they do so?
6. What things are you studying in school that will help you enjoy your leisure time?
7. Do any of the factories or business houses have athletic teams?
8. Does your rural community have a baseball team?
9. How many play supervisors does your city employ? Is the number sufficient?
10. Give reasons for your attitude on the question of spending public money for public musical concerts.
11. How may you turn a vacant

lot into a private recreation center?

12. Does your city have a board of censorship to select films suitable for children?

13. Is there a need in your city for "recreation streets" where

traffic is kept off so that children may play in safety?

14. Does your rural community have a community center building?

—*Course in Citizenship, Iowa State Dept. of Public Instruction.*

Grade VIII

Federal Health Agencies

Aim: To teach how the government protects the health of its citizens.

Powers of Public Health Service.

[Details for the organization are given in the U. S. Public Health Service Organization Chart, Government Printing Office, Washington, D. C.]

1. Quarantine.

a. Interstate.

Communicable diseases.

Regulation of sera and vaccines.

Sanitary equipment of trains and boats.

b. Marine.

Port quarantine of incoming people.

Exclusion powers regarding immigrants.

Incoming goods and merchandise.

2. Provides medical care of the government employees.

3. Has charge of Marine Service, hospitals and relief stations.

4. Frames model laws and codes for the states.

5. Establishes standard registration forms.

6. Conducts local investigation of:

a. Epidemics,

b. Sanitary problems.

c. Rural sanitation.

d. Mental hygiene.

e. Industrial waste.

f. Rat and fly control.

g. Pollution of streams.

7. Publishes and distributes pamphlets, films and slides.

The Public Health Service is under the direction of the Secretary of the Treasury. Certain other powers relating to public health are under the direction of the Secretary of Agriculture, such as adulteration of foods, meat inspection, and control of foot and mouth disease.

Assign different topics to the members of the class. Ask them to write themes, stories or news items about them.

Combine the collected data for the class paper.

"No government will pass or enforce laws for the assistance of the people unless the people so demand. It is the duty of the citizen to know what the community needs and to ask for it through various private organizations. Many good laws and ordinances, when secured, are not enforced because there is no feeling in favor of their enforcement."

—*Course in Citizenship, Iowa State Dept. of Public Instruction.*

"Sanitary instruction is even more important than sanitary legislation."

—BROADHURST—"Home and Community Hygiene."

Sources of available literature.

American Medical Association.
 Bureau of Education, Washington, D. C.
 Children's Bureau, Washington, D. C.
 College Bulletins (nearly all state colleges).
 Congress of Mothers and Parent-Teachers Associations, Washington, D. C.
 Department of Agriculture, Washington, D. C.
 Health Education League, 113 Devonshire St., Room 66, Boston, Mass.
 Human Welfare Publication Co., Southwest Harbor, Maine.
 Public Libraries.
 State Health Departments.

The state department of health was treated in Grade VII.

Agencies supported by popular subscription that help promote health are:

1. National Tuberculosis Association, New York City.

Issues Modern Health Crusade records, inspection blanks, manual, other educational literature. Prints books and *The Journal of the Outdoor*

Life. Keeps staff available for lectures, advisory service, and consultant service. Helps the state tuberculosis associations plan their public health programs.

2. State tuberculosis association (or public health association).

Office located at the state capital or principal city.

Gives same service more intensively to the state than the National gives to the United States.

3. American Red Cross.

Educational service: Keeps staff of nurses, nutrition workers, and advisory workers.

Relief work for soldiers, civilians, and in emergencies.

For other health agencies see page 397.

CHAPTER XXIV

Bibliography

A necessary economy of space made it advisable to omit the notations on the books listed in this bibliography. These

can be procured by writing to the National Tuberculosis Association, 370 7th Ave., N. Y. C.

Air

- ALLEN. Civics and Health, Chap. V—*Ginn and Company.*
- CARPENTER. Heating and Ventilating Buildings—*Wiley and Sons.*
- DARLINGTON. Health and Efficiency, Chap. III—*Wynkoop, Hallenbeck, Crawford Co.*
- MERSON AND BETTS. Physiology and Hygiene, Book I, Chap. XII—XIII—*Bobbs-Merrill Co.*
- GULICK. Good Health, p. 134—*Ginn and Company.*
- HAVILAND. The Most Wonderful House, pp. 31-42—*J. B. Lippincott Co.*
- Good Neighbors, pp. 81-95, pp. 187-199—*J. B. Lippincott Co.*
- HILL. The Ventilation of School Class-

- rooms—*Domestic Engineering, Nov. 1919.*
- HOUGH-SEDGWICK. The Human Mechanism, Chap. X—*Ginn and Company.*
- O'SHEA-KELLOGG. Health Habits, Chaps. X, XI—*Macmillan Company.*
- The Body in Health, p. 125—*Macmillan Company.*
- Keeping the Body in Health, pp. 111-113—*Macmillan Company.*
- RITCHIE. Primer of Physiology, p. 70—*World Book Co.*

See also the reports of the Russell Sage Foundation on Open Air Schools, and of the New York State Commission on Ventilation in the January 1923 *Journal of the Outdoor Life.*

Cleanliness

Bathing

- DARLINGTON. Health and Efficiency, Chap. X—*Wynkoop, Hallenbeck, Crawford Co.*
- DOMESTIC ENGINEERING COMPANY. The Story of the Bath—*Domestic Engineering Company, Chicago, Ill.*
- GULICK. Good Health, p. 113—*Ginn and Company.*
- HAVILAND. The Most Wonderful House, pp. 67-73—*J. B. Lippincott Co.*
- Good Neighbors, pp. 64-72; pp. 325-332—*J. B. Lippincott Co.*
- HUTCHINSON. Preventable Diseases, Chap. IV—*Houghton, Mifflin Co.*
- BENES. Keep Well Stories for Little Folks, pp. 94-97—*J. B. Lippincott Co.*
- O'SHEA-KELLOGG. Health Habits, pp. 169-172, 172-173—*Macmillan Company.*

- Keeping the Body in Health, p. 133—*Macmillan Company.*
- PAYNE. Education in Health, p. 238—*Lyons & Carnahan Company.*
- RITCHIE. Primer of Sanitation, pp. 32-165—*World Book Company.*

Clean Hands and Nails

- DARLINGTON. Health and Efficiency, Chap. IX—*Wynkoop, Hallenbeck, Crawford Co.*
- GULICK. Good Health, Chap. VIII—*Ginn and Company.*
- HAVILAND. Good Neighbors, pp. 78-79—*J. B. Lippincott Company.*
- O'SHEA-KELLOGG. Health Habits, pp. 177-179—*Macmillan Company.*
- Keeping the Body in Health, p. 131—*Macmillan Company.*
- PAYNE. Education in Health, p. 238—*Lyons & Carnahan Company.*

- RITCHIE-CALDWELL. *Primer of Hygiene*, p. 74—*World Book Company*.
 WINSLOW. *Healthy Living*, Vol. I, p. 133—*Chas. E. Merrill Co.*
 WINSLOW. *Healthy Living*, Vol. II, p. 153—*Chas. E. Merrill Co.*

Fingers and Pencils out of Mouth

- GULICK. *Good Health*, Chap. XX—*Ginn and Company*.
 O'SHEA-KELLOGG. *Health Habits*, Chap. XIX—*Macmillan Company*.
 WINSLOW. *Healthy Living*, Vol. I, Chap. XV—*Chas. E. Merrill Company*.

Skin and Hair

- DARLINGTON. *Health and Efficiency*, Chap. XIV—*Wynkoop, Hallenbeck, Crawford Co.*
 HAVILAND. *The Most Wonderful House*, pp. 125-135—*J. B. Lippincott Co.*
 Good Neighbors, pp. 73-78—*J. B. Lippincott Co.*
 HOUGH-SEDGWICK. *The Human Mechanism*, Chap. XI—*Ginn and Company*.
 HUTCHINSON. *The Child's Day*, p. 18—*Houghton, Mifflin Company*.
 O'SHEA-KELLOGG. *Health Habits*, pp. 176-177—*Macmillan Company*.
 Keeping the Body in Health, p. 131—*Macmillan Company*.
 PUSEY. *Care of the Skin and Hair*—*D. Appleton Company*.
 RITCHIE. *The Primer of Sanitation*, pp. 22, 100—*World Book Co.*
 RITCHIE-CALDWELL. *Primer of Hygiene*, p. 73—*World Book Co.*
 WINSLOW. *Healthy Living*, Vol. I, pp. 107, 133, 134, 189—*Chas. E. Merrill Co.*
 Healthy Living, Vol. II, pp. 147, 152—*Chas. E. Merrill Co.*
 See also the following pamphlet "Care of the Skin and Scalp"—(Keep Well Leaflet)—*Life Extension Institute*.

Spitting

- HAVILAND. *Good Neighbors*, p. 132—*J. B. Lippincott Co.*
 RITCHIE. *Primer of Sanitation*, p. 167—*World Book Co.*

Teeth

- BILLINGS. *Focal Infection*—*D. Appleton Company*.
 BRACKETT. *The Care of the Teeth*—*Harvard University Press*.
 DARLINGTON. *Health and Efficiency*, Chap. XVI—*Wynkoop, Hallenbeck, Crawford Co.*
 DRESSLAR. *School Hygiene*, Chap. XVII—*Macmillan Co.*
 FERGUSON. *Child's Book of the Teeth*—*World Book Company*.
 FONES. *Report of Five Years' Mouth Hygiene*—*Bridgeport Conn. Board of Health*.
 GULICK. *Good Health*, Chap. XXVIII—*Ginn and Company*.
 HAVILAND. *Good Neighbors*, pp. 58-63—*J. B. Lippincott Company*.
 HEAD. *Everyday Mouth Hygiene*—*Saunders and Co.*
 HERBEN. *Jack O'Health and Peg O'Joy*—*Chas. Scribner's Sons*.
 HOPKINS. *Care of the Teeth*—*D. Appleton Company*.
 JONES. *Keep Well Stories for Little Folks*, pp. 57-64—*J. B. Lippincott Company*.
 O'SHEA-KELLOGG. *Health Habits*, Chap. XVI—*Macmillan Company*.
 WINSLOW. *Healthy Living*, Vol. I, Chap. IX—*Chas. E. Merrill Co.*
 See also the following pamphlets: "The Care of the Teeth, A Peep into the Future"—*Metropolitan Life Insurance Co.*, "Children's Teeth a Community Responsibility," "The Fate of the First Year Molar"—*U. S. Public Health Service*, Washington, D. C.

Exercise

- CAMP. *Daily Dozen*—*Reynolds Publishing Co.*
 DARLINGTON. *Health and Efficiency*, Chap. XII—*Wynkoop, Hallenbeck, Crawford Co.*
 GULICK. *The Healthful Art of Dancing*—*Doubleday, Page & Co.*
 HAVILAND. *Good Neighbors*, pp. 359-365—*J. B. Lippincott Co.*
 MCKENZIE. *Exercise in Education and Medicine*—*Saunders & Co.*
 PYLE. *Manual of Personal Hygiene*—*Saunders & Co.*

Pamphlets

- U. S. Public Health Service—*Exercise and Health by F. C. Smith* (Supplement No. 24)—*Washington, D. C.*
 U. S. War Department—*Infantry Drill Regulations for Noncommissioned Officers and Privates*—*Washington, D. C.*
 U. S. War Department—*Manual of Physical Exercise*—*Washington, D. C.*
 Young Woman's Christian Association—*Exercise cards and posters*—*600 Lexington Avenue, New York, N. Y.*

General

Methods of Health Teaching

- ADAMS. Health Habits in Rhyme for Little Folks—*The Author, Champaign, Ill.*
- ANDRESS. Health Education in Rural Schools—*Houghton, Mifflin Co.*
- BECKER. Hygiene and Health—*Illinois Tuberculosis Assn., Springfield, Ill.*
- BROADHURST. All Through the Day the Mother Goose Way—*J. B. Lippincott Co.*
- COBB. Graded Outlines in Hygiene—*World Book Co.*
- COUNTRYMAN. Beginning a School Inspection—*The Public Health Nurse, August, 1920.*
- DANSDELL. Silent Reading for Health—*Iowa Tuberculosis Assn., Des Moines, Ia.*
- GULICK AND AYRES. Medical Inspection of Schools—*Russell Sage Foundation.*
- HOAG AND TERMAN. Health Work in the Schools—*Houghton, Mifflin Co.*
- INTERNATIONAL HEALTH BOARD. Hookworm Disease—*Rockerfeller Foundation, 61 Broadway, New York, N. Y.*
- LEWIS. Course of Study in Hygiene—*Ohio State Dept. of Public Instruction, Columbus, Ohio.*
- MCWHORTER. Stories, Songs and Rhymes for Health Crusaders—*Alabama Anti-Tuberculosis League, Birmingham, Ala.*
- MORIARTY. Many Roads to Health—*American Child Health Association.*
- PAYNE. Education in Health—*Lyons and Carnahan.*

Pamphlets

- Iowa Department of Public Instruction—Course of American Citizenship in the Grades—*Des Moines, Ia.*
- Pennsylvania Department of Public Instruction—General Suggestions as to Methods of Teaching—*Harrisburg, Pa.*
- Utah Public Health Association—Health Stories and Games—*Salt Lake City, Utah.*

Popular Books on Health

- ALLEN. Civics and Health, *Ginn and Company.*
- AYRES, WILLIAMS AND WOOD. Healthful Schools—*Houghton, Mifflin Co.*
- BROWN. Health in Home and Town—*D. C. Heath Co.*

- BURKS. Health and the School—*D. Appleton & Co.*
- CHAPIN. The Evolution of Preventive Medicine—*American Medical Assn. Health First—Century Company.*
- COMSTOCK. Mothercraft—*Hearst's International Library Co.*
- DARLINGTON. Health and Efficiency—*Wynkoop, Hallenbeck, Crawford Co.*
- DRESSLAR. School Hygiene—*Macmillan Co.*
- FISHER AND FISK. How to Live—*Funk, Wagnalls Co.*
- GULICK. The Efficient Life—*Doubleday, Page Co.*
- PYLE. Manual of Personal Hygiene—*W. B. Saunders Co.*
- RAPEER. Educational Hygiene—*Chas. Scribner's Sons.*
- TERMAN. The Teacher's Health—*Houghton, Mifflin Co.*
- TURNER. Hygiene, Dental and General—*C. V. Mosby Co.*
- TYLER. Growth and Education—*Houghton, Mifflin Co.*
- WOOD. The Health of Teachers—*Teachers College, Columbia University.*
- WILLIAMS. Personal Hygiene Applied—*W. B. Saunders Co.*
- WILLIAMS. Healthful Living—*Macmillan Company.*

Pamphlets

- Positive Health Series—*Women's Foundation for Health, 370 Seventh Ave., N. Y.*

The Baby

- BAKER. Healthy Babies—*Federal Publishing Co.*
- Healthy Children—*Federal Publishing Co.*
- Healthy Mothers—*Federal Publishing Co.*
- BALDWIN. Physical Growth of Children from Birth to Maturity—*Child Welfare Research Station, University of Iowa, Iowa City, Ia.*
- BARNES. Getting Rid of the Pacifier—*Public Health Nurse, Nov. 1922.*
- BAYLEY. Practical Talks on the Care of the Children—*E. P. Dutton Co.*
- FISCHER. Health-Care of the Baby—*Funk & Wagnalls Co.*
- GRULEE. Infant Feeding—*W. B. Saunders Co.*
- HEDGER. Well Baby Primer—*Elizabeth McCormick Memorial Fund, Chicago, Ill.*

RICHARDSON. Better Babies and Their Care—*Frederick A. Stokes Co.*

ROWE. Physical Nature of the Child—*Macmillan Company.*

See also pamphlets of the U. S. Children's Bureau, Washington, D. C., and the periodical, *Mother and Child*, 17th and F Sts., Washington, D. C.

Colds

ANDRESS. Health Education in Rural Schools, Chap. XII—*Houghton, Mifflin Co.*

FISHER AND FISK. How to Live, pp. 272-280—*Funk & Wagnalls.*

HAVILAND. The Most Wonderful House, Chap. XVII—*J. B. Lippincott Co.*

Good Neighbors, pp. 127-135—*J. B. Lippincott Co.*

HOUGH AND SEDGWICK. The Human Mechanism, pp. 380-395—*Ginn & Company.*

HUTCHINSON. Preventable Diseases, pp. 86-93—*Houghton, Mifflin Co.*

LIPPITT. Personal Hygiene and Home Nursing, Chap. VIII-IX Colds—*World Book Co.*

Pamphlets

Common Colds, by Rucker (Supplement to Public Health Reports No. 30)—*U. S. Public Health Service, Washington, D. C.*

Colds. Keep Well Leaflet—*Life Extension Institute, New York City, N. Y.*

Eyes and Ears

ALLEN. Civics and Health, Chaps. VII-VIII—*Ginn & Company.*

AMERICAN MEDICAL ASSN. Conservation of Vision—*Council of Health and Public Instruction of American Medical Association, Chicago, Ill.*

ANDRESS. Health Education in Rural Schools, Chap. XVI—*Houghton, Mifflin Co.*

BERKOWITZ. Eyesight of School Children—*U. S. Bureau of Education, Washington, D. C.*

DARLINGTON. Health and Efficiency, Chap. XV—*Wynkoop, Hallenbeck Crawford Co.*

DRESSLAR. School Hygiene, pp. 221-227—*Macmillan Company.*

EMERSON AND BETTS. Physiology and Hygiene, Book I, Chap. XXV; Book II, Chap. XXXIV—*Bobbs-Merrill Co.*

GOLDSBURY. Annotated Bibliography on Eyesight and Lighting—*The Eyesight Conservation Council of America, Times Building, New York City, N. Y.*

GULICK. Good Health, p. 70—*Ginn and Company.*

HAVILAND. Good Neighbors, pp. 111-126—*J. B. Lippincott Co.*

HOAG AND TERMAN. Health Work in the Schools—*Houghton, Mifflin Co.*

JONES. Keep Well Stories for Little Folks—*J. B. Lippincott Co.*

NOYES. Relation of Sight and Hearing to Early School Life—*University of Missouri.*

PYLE. Manual of Personal Hygiene, pp. 166-274—*W. B. Saunders Co.*

RITCHIE-CALDWELL. Primer of Hygiene, Chap. XXIV—*World Book Co.*

TERMAN. The Hygiene of the School Child, Chapter XIV—*Houghton, Mifflin Co.*

The Eyes and Ears of School Children—*University of New York State, Albany, N. Y.*

WALTERS. Principles of Health Control, Chapter XIII—*D. C. Heath Co.*

See also the following pamphlets: "Care of the Eyes," Life Extension Institute; "Rhymes for Good Eyes" and other literature, National Committee for the Prevention of Blindness, 130 E. 22nd St., New York.

For literature relating to speech for the totally or partially deaf write The Volta Bureau, Washington, D. C.

Shoes

BROWN SHOE CO. Training the Growing Feet—*St. Louis, Mo.*

DARLINGTON. Health and Efficiency, Chap. XXI—*Wynkoop, Hallenbeck Crawford Co.*

EDUCATOR SHOE CO. Bent Bones Make Frantic Feet—*Rice & Hutchins, 10 High Street, Boston, Mass.*

GULICK. Body at Work, Chap. XVI—*Ginn and Company.*

HAVILAND. The Most Wonderful House, Chap. IX—*J. B. Lippincott Co.*

Good Neighbors, pp. 23-31—*J. B. Lippincott Co.*

JONES. Keep Well Stories for Little Folks, pp. 103-107—*J. B. Lippincott Co.*

O'SHEA-KELLOGG. Health Habits, Chap. XVIII—*Macmillan Company.*

WINSLOW. Healthy Living, Vol. II, Chap. III—*Chas. E. Merrill Co.*

Tobacco

EMERSON AND BETTS. Physiology and Hygiene, Book I, Chap. XXVII; Book II, Chap. XXXVII—*Bobbs-Merrill Co.*

GULICK. Town and City, p. 141—*Ginn and Company.*

- HAVILAND. Good Neighbors, pp. 151-156—*J. B. Lippincott Co.*
 O'SHEA AND KELLOGG. Making the Most of Life, pp. 166-172—*Macmillan Company.*
 RITCHIE. Primer of Physiology, Chap. XX—*World Book Co.*
 RITCHIE-CALDWELL. Primer of Hygiene, Chap. XXIII—*World Book Co.*
 SISCO. Tobacco vs. Health—*National W. C. T. U.*
 Literature on tobacco sent free by Henry Ford, Detroit, Michigan.

Tuberculosis

- ATKINSON. Lessons on Tuberculosis and Consumption—*Funk and Wagnalls.*
 BROADHURST. Home and Community Hygiene, Chap. XIX—*J. B. Lippincott Co.*
 BROWN. Rules for Recovery from Pulmonary Tuberculosis—*Lea & Febiger.*
 DRESSLAR. School Hygiene, Chapter on Open Air Schools—*Macmillan Company.*
 EMERSON. Nutrition and Growth in Children—*D. Appleton Co.*
 EMERSON AND BETTS. Physiology and Hygiene, Book II, Chap. XXXI—*Bobbs-Merrill Co.*
 HAVILAND. Good Neighbors, pp. 301-308—*J. B. Lippincott Co.*
 JACOBS. The Tuberculosis Worker—*Williams & Wilkins.*
 JONES. Keep Well Stories for Little Folks—*J. B. Lippincott Co.*

- KING. The Battle with Tuberculosis and How to Win it—*J. B. Lippincott Co.*
 KNOPF. History of the National Tuberculosis Assn.—*National Tb. Assn.*
 N. Y. TUBERCULOSIS ASSN. The Health of the Children in Fresh Air Homes—*N. Y. Tb. Assn.*
 OTIS. Pulmonary Tuberculosis—*W. M. Leonard Co.*
 LEWIS. Course of Study in Hygiene, pp. 239-241—*State Dept. of Education, Columbus, Ohio.*
 O'SHEA AND KELLOGG. Making the Most of Life, Chap. XIII—*Macmillan Company.*
 PYLE. Manual of Personal Hygiene, pp. 129-138—*W. B. Saunders Co.*
 RITCHIE-CALDWELL. Primer of Hygiene, Chap. XXX—*World Book Co.*
Pamphlets
 California State Board of Health—Tuberculosis Primer for Children—*Sacramento, Calif.*
 Sleeping and Sitting in the Open Air—*National Tuberculosis Association, N. Y.*

Periodicals

- American Review of Tuberculosis, 370 Seventh Ave., New York, N. Y.
 Journal of the Outdoor Life, 370 Seventh Ave., New York, N. Y.
 National Tuberculosis Association Bulletin, 370 Seventh Ave., New York, N. Y.
 Bulletins of the state tuberculosis associations.

Helpfulness

First Aid

- CHAPIN. How to Avoid Infection—*Harvard University Press.*
 GULICK. Emergencies—*Ginn & Company.*
 JONES. Keep Well Stories for Little Folks, pp. 127-130—*J. B. Lippincott Co.*
 LIPPERT AND HOLMES. When to Send for the Doctor and What to do Before the Doctor Comes—*J. B. Lippincott Co.*
 O'SHEA AND KELLOGG. Making the Most of Life, Chap. XV—*Macmillan Company.*
 PAYNE. Education in Health, p. 240—*Lyons and Carnahan.*
 PYLE. Manual of Personal Hygiene, First Aid—*W. B. Saunders Co.*
 RITCHIE. Primer of Physiology, Accidents, Chap. XX—*World Book Co.*

- Washington State Dept. of Public Instruction—Syllabus for Physical Training, *Olympia, Wash.*
 WINSLOW. Healthy Living, Vol. II. Chap. XXX—*Chas. E. Merrill Co.*

Pamphlets

- American Red Cross—First Aid Instruction in Schools (306)—*Washington, D. C.*
 Home Hygiene and Care of the Sick (704)—*Washington, D. C.*
 Pennsylvania State Dept. of Public Instruction—First Aid and Nutrition—*Harrisburg, Pa.*
 The Safe Vacation. Selection of a Place to Go and What to Do in Case of Sudden Accident or Illness (Keep Well Series 5)—*U. S. Public Health Service, Washington, D. C.*

Safety

- BAILEY. Sure Pop and the Safety Scouts—*World Book Co.*
- COBB. Graded Lessons in Hygiene—*World Book Co.*
- EMERSON AND BETTS. Physiology and Hygiene, Book I, Chap. XXIX; Book II, Chap. XXXIX, XL, XLI—*Bobbs-Merrill Co.*
- GULICK. Town and City, p. 68—*Ginn and Company.*
- HAVILAND. The Most Wonderful House, Chap. XX—*J. B. Lippincott Co.*
- HALLOCK AND WINSLOW. The Land of Health, Chap. XVI—*Chas. E. Merrill Co.*
- O'SHEA AND KELLOGG. Making the Most of Life, Chap. XV—*Macmillan Company.*
- PAYNE. Education in Accident Prevention—*Lyons and Carnahan.*
- RITCHIE-CALDWELL. Primer of Hygiene, p. 127—*World Book Co.*
- WINSLOW. Healthy Living, Vol. I, pp. 223-225—*Chas. E. Merrill Co.*
- Healthy Living, Vol. II, Chap. XXXI—*Chas. E. Merrill Co.*
- Pamphlets*
- Canada Dept. of Health. How to Avoid

- Accidents and to Give First Aid—*Ottawa, Canada.*
- Highway Education Board. Six Safety Lessons—*Washington, D. C.*
- Indiana Dept. of Public Instruction. Course of Study for Elementary Schools of Indiana—*Indianapolis, Ind.*
- Iowa Dept. of Public Instruction. Course in American Citizenship—*Des Moines, Ia.*
- National Safety Council. Accident Prevention—166 N. Michigan Ave., Chicago, Ill.
- Twelve Safety Lessons for Automobile Drivers—166 N. Michigan Ave., Chicago, Ill.
- New Jersey State Dept. of Education. Course in Physical Training, Grades I-VI—*Trenton, N. J.*
- Oregon Dept. of Public Instruction. Course of Study for Safety Education, Oregon Schools—*Salem, Oregon.*
- U. S. Bureau of Education. Safeguarding the Home Against Fire—*Washington, D. C.*
- Washington State Dept. of Public Instruction. Syllabus for Physical Training—*Olympia, Wash.*

Knighthood

- BALDWIN. Stories of the King—*American Book Co.*
- BOY SCOUTS OF AMERICA. The Official Handbook for Boys, Revised Edition—*Grosset and Dunlap.*
- BULFINCH. Age of Chivalry; or King Arthur and His Knights—*David McKay, Phila.*
- Age of Chivalry; or Legends of King Arthur, Enlarged & Revised Edition—*Lee and Shepard.*
- CLAY. Stories of King Arthur and The Round Table, Taken from Malory Collection—*E. P. Dutton & Co.*
- DARTON. Seven Champions of Christendom—*Wells Gardner.*
- Wonder Book of Old Romance—*F. A. Stokes & Co.*
- HARDING. Story of the Middle Ages—*Scott Foresman.*
- JENKINS. Gentle Perfect Knight—*World Book Co.*
- KELMAN. Stories From the Crusades—*E. P. Dutton Co.*
- LANIER. Boy's King Arthur—*Chas. Scribner's Sons.*
- Boy's Percy (Ballads and verse)—*Chas. Scribner's Sons.*
- Boy's Froissart—*Chas. Scribner's Sons.*
- Knightly Legends of Wales—*Chas. Scribner's Sons.*
- LANSING. Page, Esquire and Knight—*Ginn & Company.*
- MORRIS. King Arthur and the Knights of the Round Table, 2 vols.—*J. B. Lippincott Co.*
- NEWBOLT. The Book of the Happy Warrior—*Longmans, Green & Co.*
- PYLE. Story of King Arthur and His Knights—*Chas. Scribner's Sons.*
- Story of the Champions of the Round Table—*Chas. Scribner's Sons.*
- Stories of Chivalry, Retold from St. Nicholas—*Century Company.*
- TAPPAN. When Knights Were Bold—*Houghton, Mifflin Company.*
- WARREN. King Arthur and His Knights—*Rand, McNally Co.*

Mental Hygiene

- BARRIE. Courage—*Chas. Scribner's Sons.*
- BURNHAM. Mental Health for Normal Children—*Massachusetts Society for Mental Hygiene—Boston, Mass.*

- BJORKMAN. *The Soul of a Child*—*Alfred A. Knopf*.
- CABOT. *Seven Ages of Childhood*—*Houghton, Mifflin Co.*
What Men Live By: Work, Play, Love, Worship—*Houghton, Mifflin Co.*
- DREVER. *Psychology of Everyday Life*—*E. P. Dutton Co.*
- EVANS. *The Problem of the Nervous Child*—*Dodd, Mead & Co.*
- GODDARD. *Feeble Mindedness: Its Causes and Consequences*—*Macmillan Company.*
Juvenile Delinquency—*Dodd, Mead & Co.*
- GUYER. *Being Well Born*—*Bobbs-Merrill Co.*
- HALL. *Aspects of Child Life and Education*—*D. Appleton & Co.*
- HARRISON. *Misunderstood Children*—*Macmillan Company.*
- HOLLINGSWORTH. *The Psychology of Subnormal Children*—*Macmillan Company.*
- HOYT. *Quicksands of Youth*—*Chas. Scribner's Sons.*
- JACKSON. *Outwitting Our Nerves*—*Century Company.*
- MACCARTHY. *The Healthy Child from Two to Seven*—*Macmillan Company.*
- O'SHEA. *Mental Development and Education*—*Macmillan Company.*
- SADLER. *Physiology of Faith and Fear*—*McClurg Company.*
Worry and Nervousness—*McClurg Company.*
- SALEEBY. *Worry, The Disease of the Age*—*F. A. Stokes & Co.*
- TERMAN. *The Teacher's Health*—*Houghton, Mifflin Co.*
- WALSH. *Health Through Will Power*—*Little, Brown & Co.*
- WALTON. *Why Worry?*—*J. B. Lippincott Co.*
- WELLS. *Mental Adaptation*—*Nat'l. Committee for Mental Hygiene, New York.*
- WHITE. *Mental Hygiene of Childhood*—*Little, Brown & Co.*
- WILLIAMS. *Community Responsibility in Mental Hygiene*—*American Review, Jan. '23.*
- WOODWORTH. *Psychology: A Study of Mental Life*—*Henry Holt Co.*
- YERKES. *How May We Discover the Children Who Need Special Care?*—*Nat'l. Committee for Mental Hygiene, New York.*

Text Books

- ALLEN. *Civics and Health, Chap. XI*—*Ginn & Company.*
- DARLINGTON. *Health and Efficiency, Chap. XXIII*—*Wynkoop, Hallenbeck, Crawford Co.*
- DRESSLAR. *School Hygiene, Chaps., XXV, XXVI*—*Macmillan Company.*
- GULICK. *Control of Body and Mind, pp. 91, 134-135*—*Ginn & Company.*
- HOAG & TERMAN. *Health Work in the Schools*—*Houghton, Mifflin Co.*
- HUTCHINSON. *Handbook of Health, p. 239*—*Houghton, Mifflin Co.*
- O'SHEA AND KELLOGG. *Keeping the Body in Health, pp. 51-52*—*Macmillan Company.*
Making the Most of Life, pp. 142-146—*Macmillan Company.*
- RITCHIE. *Primer of Physiology, p. 106*—*World Book Co.*
- RITCHIE-CALDWELL. *Primer of Hygiene 1920 Edition*—*World Book Co.*
- TERMAN. *Hygiene of the School Child, Chaps. XVI-XVII, XVIII*—*Houghton, Mifflin Co.*
- WINSLOW. *Healthy Living, Vol. I, pp. 97*—*Chas. E. Merrill Co.*
Healthy Living, Vol. II, pp. 167-168—*Chas. E. Merrill Co.*
 See also the periodical *Mental Hygiene*, 370 Seventh Ave., New York, N. Y.

Nutrition

Weighing and Measuring— Nutrition Classes and Clinics

- BALDWIN. *Physical Growth and School Progress*—*U. S. Bureau of Education.*
Physical Growth of School Children—*University of Iowa.*

- CLARK. *Malnutrition in Children*—*U. S. Public Health Service, Washington, D. C.*
- DANIELS. *Fighting Malnutrition in Iowa Schools*—*Child Welfare Research Station, Iowa City, Iowa.*
- EMERSON. *Nutrition and Growth in Children*—*D. Appleton Co.*

- HOLT. Food, Health and Growth—*Macmillan Company*.
- Standards of Nutrition and Growth—*American Child Health Association*.
- HUNT, JOHNSON AND LINCOLN. Health Education and the Nutrition Class—*E. P. Dutton Co.*
- LUSK. Science of Nutrition—*W. B. Saunders Co.*
- MACCARTHY. The Healthy Child From Two to Seven—*Macmillan Company*.
- McCOLLUM. Newer Knowledge of Nutrition—*Macmillan Company*.
- ROBERTS. What is Malnutrition—*U. S. Children's Bureau, Washington, D. C.*
- SANDWALL. Food and Its Relation to Weight and Health—*Department of Public Health, Boston, Mass.*
- SMITH. The Nutrition Class—*American Child Health Association*.
- TAYLOR. Physical Standards for Boys and Girls—*The Academy Press, N. J. Pamphlets*
- The Campaign Against Malnutrition—*American Child Health Association, 370 Seventh Ave., New York.*
- Outline for the Teaching of Nutrition in Elementary Grades—*The Merrill Palmer School, Detroit, Michigan.*
- Underweight and Overweight—*Life Extension Institute, New York, N. Y.*
- Diet for the School Child (U. S. Bureau of Education, Health Education No. 2.)—*Washington, D. C.*
- FISHER, A. The Lunch Hour at School (U. S. Bureau of Education, Health Education No. 7) *Washington, D. C.*

Classification of Foods

- Food Values—Food Prices*
- GREEN. Better Meals for Less Money—*Henry Holt Co.*
- HAVILAND. Good Neighbors, pp. 44-53—*J. B. Lippincott Co.*
- KINNE AND COOLEY. Foods and Household Management—*Macmillan Company*.
- ROSE. What to Spend for Food—*N. Y. State College of Agriculture, Ithaca, N. Y.*
- SANDWALL. The Importance of Minerals in the Diet—*Department of Public Health, Boston, Mass.*
- Carbohydrate Foods—*Dept. of Public Health, Boston, Mass.*
- Tissue Forming Foods—*Dept. of Public Health, Boston, Mass.*
- Fats and Their Value in Diet—*Dept. of Public Health, Boston, Mass.*
- WELLMAN. Economy in Food—*Little, Brown & Co.*

Pamphlets

- HUNT-ATWATER. How to Select Foods—*U. S. Dept. of Agriculture, Washington, D. C.*
- I. What the Body Needs (Farmers' Bulletin 808)
- II. Cereals (Farmers' Bulletin 817)
- III. Foods Rich in Protein (Farmers' Bulletin 824)

Cereals

- GILLET. Food Primer for the Home—*N. Y. Assn. for Improving Condition of Poor, 105 E. 22nd St., New York, N. Y.*
- GREER. Textbook of Cooking—*Allyn & Bacon*.
- HOGAN. Diet for Children—*Bobbs, Merrill Co.*
- HUNT. Food for Young Children—*Dept. of Agriculture, Washington, D. C.*
- ROSE. Feeding the Family—*Macmillan Company*
- Pamphlets*
- ABEL. Sugar and Its Value as Food (Farmers' Bulletin 535)—*U. S. Dept. of Agriculture, Washington, D. C.*
- DONDLINGER. The Book of Wheat—*Orange Judd & Co.*
- EDGAR. Story of a Grain of Wheat—*D. Appleton Co.*
- Baking in the Home (Farmers' Bulletin 1136)—*U. S. Dept. of Agriculture, Washington, D. C.*
- Corn Cook Book, by Hiller—*Volland Co.*
- Cornmeal as Food and Ways of Using It. (Farmers' Bulletin 565)—*U. S. Dept. of Agriculture, Washington, D. C.*
- Food Value of Corn and Corn Products (Farmers' Bulletin 298)—*U. S. Dept. of Agriculture, Washington, D. C.*
- How to Select Foods: II. Cereals. By Langworthy and Hunt. (Farmers' Bulletin 817)—*U. S. Dept. of Agriculture, Washington, D. C.*

Fruit

- Fruit As An Aid to Health—*Life Extension Institute, New York, N. Y.*
 HAVILAND. The Rainbow Rhymes—*National Child Welfare Association, 70 Fifth Avenue, New York, N. Y.*

Milk

- ROSENAU. The Milk Question—*Houghton, Mifflin Co.*
 SAVAGE. Milk and the Public Health—*Macmillan Company.*
Pamphlets
 All About Milk, by Rosenau—*Metropolitan Life Insurance Co., New York, N. Y.*
 Cheese and Its Economical Uses in the Diet, by Langworthy and Hunt (Farmers' Bulletin 487)—*U. S. Dept. of Agriculture, Washington, D. C.*
 Milk and Its Relation to Public Health (Farmers' Bulletin 56 Revision of 41)—*U. S. Dept. of Agriculture, Washington, D. C.*
 Milk and Our School Children, by Reaney (Health Education, No. 11)—*U. S. Bureau of Education, Washington, D. C.*
 Milk: The Indispensable Food For Children, by Mendenhall (Care of Children Series No. 4 Bureau Publication No. 35)—*U. S. Children's Bureau, Washington, D. C.*

Vegetables

- Green Vegetables and their Uses in the Diet (Agriculture Yearbook 1911 Separate 582)—*U. S. Dept. of Agriculture, Washington, D. C.*
 Preparation of Vegetables for the Table (Farmers' Bulletin 256)—*U. S. Department of Agriculture, Washington, D. C.*

Vitamines

- Great Britain Medical Research Committee—Report on the Present State of Knowledge Concerning Vitamines—*His Majesty's Stationery Office, London, England.*
 HARROW. Vitamines—*E. P. Dutton Co.*
 HOLT. Food, Health and Growth—*Macmillan Company.*
 MCCOLLUM. The Newer Knowledge of Nutrition—*Macmillan Company.*
 SHERMAN AND SMITH. The Vitamines—*Chemical Catalogue Co., N. Y.*

General

- CHAMBERS. Principles of Food Preparation—*Boston Cooking School Magazine Co.*

- FORSTER AND WEIGLEY. Foods and Sanitation—*Row, Peterson Co.*
 FREDERICK. The New Housekeeping—*Doubleday, Page and Co.*
 PEYSER. Cheating the Junk Pile—*E. P. Dutton Co.*

Pamphlets

- Constipation (Keep Well Leaflet)—*Life Extension Institute, N. Y.*
 Care of Food in the Home (Farmers' Bulletin 375)—*U. S. Dept. of Agriculture, Washington, D. C.*
 New York Nutrition Council—Nutrition Bibliography—*American Red Cross, Washington, D. C.*
 ROSE. Food Lessons for Nutrition Classes—*Teachers College, Columbia University.*
 SANDWALL. Food: What It is and What It Does—*Massachusetts Department of Public Health, Boston, Mass.*
 Simple Facts about Digestion—*Massachusetts Dept. of Public Health, Boston.*

Mastication

- GULICK. Good Health, p. 157—*Ginn and Company.*
 The Body at Work, pp. 153-166—*Ginn and Company.*
 HUTCHINSON. Child's Day, p. 160—*Houghton, Mifflin Co.*
 O'SHEA AND KELLOGG. Health Habits, p. 119—*Macmillan Company.*
 The Body in Health, p. 25—*Macmillan Company.*
 RITCHIE. Primer of Physiology, p. 151—*World Book Co.*
 RITCHIE-CALDWELL. Primer of Hygiene, p. 33—*World Book Co.*

Elimination

- DARLINGTON. Health and Efficiency, Chap. VI—*Wynkoop, Hallenbeck, Crawford Co.*
 GULICK. The Body at Work, p. 162—*Ginn and Company.*
 HUTCHINSON. Handbook of Health, p. 19—*Houghton, Mifflin Co.*
 Keep Well Leaflets. Constipation—*Life Extension Institute, New York.*
 O'SHEA AND KELLOGG. Keeping the Body in Health, pp. 126-135—*Macmillan Co.*
 Making the Most of Life, p. 187—*Macmillan Company.*
 PAYNE. Education in Health, p. 239—*Lyons, Carnahan Co.*
 RITCHIE. Primer of Physiology, p. 154—*World Book Co.*
 RITCHIE-CALDWELL. Primer of Hygiene, p. 174—*World Book Co.*

WINSLOW. *Healthy Living*, Vol. I, p. 96—*Chas. E. Merrill Co.*
Healthy Living, Vol. II, p. 212—*Chas. E. Merrill Co.*

Tea and Coffee

O'SHEA AND KELLOGG. *Health Habits*, p. 132—*Macmillan Company.*

Water

ANDRESS. *Health Education in Rural Schools*, Chap. VII—*Houghton, Mifflin Co.*
 BROADHURST. *Home and Community Hygiene*—*J. B. Lippincott Co.*
 DARLINGTON. *Health and Efficiency*, Chap. IV—*Wynkoop, Hallenbeck, Crawford Co.*
 GULICK. *Good Health*, p. 155—*Ginn and Company.*
 HAVILAND. *Good Neighbors*, pp. 47-48—*J. B. Lippincott Co.*
 HAZEN. *Clean Water and How to Get It*—*Wiley & Sons.*
 HUTCHINSON. *Child's Day*, p. 68—*Houghton, Mifflin Co.*
 O'SHEA AND KELLOGG. *Health Habits*, p. 130—*Macmillan Company.*
 PRUDDEN. *Drinking Water and Ice Supplies*—*G. P. Putnam's Sons.*
 RITCHIE-CALDWELL. *Primer of Hygiene*, p. 33—*World Book Co.*
 TURNER, C. E. *Hygiene, Dental and General*—*C. V. Mosby Co.*

Periodicals

Journal of Biological Chemistry, Baltimore, Md.
Journal of Home Economics, American Home Economics Association, Baltimore, Md.

Physical Training, Games and Play

ADDAMS. *The Spirit of Youth and the City Streets*—*Macmillan Company.*
 BANCROFT. *Games for the Playground, Home and School*—*Macmillan Company.*
 BURCHENAL. *Folk Dances and Singing Games*—*G. Schirmer, Inc.*
 CRAMPTON. *The Folk Dance Book*—*A. S. Barnes & Co.*
 The *Pedagogy of Physical Training*—*Macmillan Company.*
 CROWNINSHIELD. *Mother Goose Songs*—*Milton Bradley Co.*
 CURTIS. *Education Through Play*—*Macmillan Company.*

Safe Milk, National Dairy Council, Chicago, Ill.
 The Family, American Assn. for Organizing Family Social Work, N. Y.
 Colored Food and Diet Charts, U. S. Dept. of Agriculture.
 Foods and Health, National Child Welfare Assn.
 Rainbow Rhymes, National Child Welfare Assn.

Commercial Exhibits

These exhibits may be had free by writing to the addresses given below. They are valuable for supplementary work.

Cereals

1. Postum Cereal Co., Battle Creek, Mich.
2. Quaker Oats Co., Cedar Rapids, Iowa.
3. American Rice & Cereal Co., Kansas City, Mo.
4. Shredded Wheat Co., Niagara Falls, N. Y.

Corn Products Exhibits, The American Manufacturers' Association of Products from Corn, 208 S. LaSalle St., Chicago, Ill.

The Process of Wheat Flour Milling, Pillsbury Flour Mills Co., Minneapolis, Minn.

The Wheat Flour Exhibit, Washburn-Crosby Co., Minneapolis, Minn.

Milk and Non-milk Users, National Dairy Council, 910 S. Michigan Ave., Chicago.

An electrically run exhibit using little manikins and a striking machine to show the strength of milk and non-milk users is available. Your state or local dairy council might be able to get this exhibit free of charge for school purposes.

Practical Conduct of Play—*Macmillan Company.*

HETHERINGTON. *School Program in Physical Education*—*World Book Co.*

HOFER—*Popular Folk Games*—*A. Flanagan Co.*

JOHNSON. *Education by Plays and Games*—*Ginn & Company.*

LEE. *Play in Education*—*Macmillan Company.*

MOSES. *Rhythmic Action Plays and Dances*—*Milton Bradley Co.*

PALMER. *Play Life in the First Eight Years*—*Ginn & Company.*

TYLER. Growth and Education—*Houghton, Mifflin Co.*

Pamphlets

ALABAMA State Dept. of Education—Manual of Physical Education—Montgomery, Ala.

CONNECTICUT State Board of Education—Spring Activities in Relation to Health—Hartford, Conn.

GEORGIA State Dept. of Education—Health Manual for the Georgia Schools—Atlanta, Ga.

INDIANA Dept. of Public Instruction—Manual with Courses or Study for the Elementary Schools of Indiana—Indianapolis, Ind.

KENTUCKY State Board of Health and Education—Course in Physical Education—Frankfort, Ky.

MICHIGAN. A Course in Physical Training for the Graded Schools of Michigan—Lansing, Mich.

MISSOURI State Dept. of Education—Physical Training—Jefferson City, Mo.

NEW JERSEY State Board of Education—

Course in Physical Training—Trenton, N. J.

NEW YORK (State) University—General Plan and Syllabus for Physical Training in the Elementary and Secondary Schools of the State of N. Y.—Albany, N. Y.

VIRGINIA State Department of Public Instruction—Plays and Athletics for the Public Schools—Richmond, Va.

WASHINGTON State Dept. of Public Instruction. General Plan and Syllabus for Physical Education—Olympia, Wash.

WEST VIRGINIA State Board of Education—Manual of Physical Education—Charleston, W. V.

Periodicals

American Physical Education Review, Springfield, Mass.

Mind and Body, New Ulm, Minn.

Physical Culture, 113 West 40th St., New York, N. Y.

Playground, 1 Madison Ave., New York, N. Y.

Posture

ANDRESS. Health Education in Rural Schools, Chap. XII—*Houghton, Mifflin Co.*

BANCROFT. Posture of School Children—*Macmillan Company.*

GULICK. Good Health, Chap. XI—*Ginn & Company.*

HAVILAND. The Most Wonderful House, Chap. I—*J. B. Lippincott Co.*

Good Neighbors, pp. 14-15—*J. B. Lippincott Co.*

O'SHEA AND KELLOGG. Health Habits, Chap. III, IV, V—*Macmillan Company.*

PAYNE. Education in Health, p. 238—*Lyons, Carnahan Co.*

RITCHIE. Primer of Hygiene, Chap. XVII, XXVII—*World Book Co.*

WINSLOW. Healthy Living, Vol. II, Chap. III—*Chas. E. Merrill Co.*

Rest

COBB. Graded Outlines in Hygiene, pp. 27, 49, 101, 119, 199—*World Book Co.*

DARLINGTON. Health and Efficiency, Chap. VIII—*Wynkoop, Hallenbeck, Crawford Co.*

EMERSON AND BETTS. Physiology and Hygiene, Book I, Chap. XX; Book II, Chap. XI—*Bobbs-Merrill Co.*

GULICK. Good Health, pp. 52-57—*Ginn and Company.*

HALLOCK AND WINSLOW. The Land of Health, p. 123—*Chas. E. Merrill Co.*

HAVILAND. Good Neighbors, pp. 103-110—*J. B. Lippincott Co.*

The Most Wonderful House, Chap. III—*J. B. Lippincott Co.*

LEWIS. Course of Study in Hygiene, pp. 79, 80, 81, 150, 156—*Ohio State Dept. of Education, Columbus, Ohio.*

O'SHEA AND KELLOGG. Building Health Habits, pp. 58-59, 116-122—*Macmillan Company.*

Keeping the Body in Health, p. 202—*Macmillan Company.*

Making the Most of Life, pp. 202-217—*Macmillan Company.*

PAYNE. Education in Health, p. 237—*Lyons and Carnahan.*

- RITCHIE. *Primer of Physiology*, pp. 68, 102-105—*World Book Co.*
Primer of Sanitation, p. 62—*World Book Co.*
 WINSLOW. *Healthy Living*, Vol. I, p. 67—*Chas. E. Merrill Co.*

- Healthy Living*, Vol. II, pp. 169-170, 312-313—*Chas. E. Merrill Co.*
 See also the pamphlet, "Hygiene of the Land of Nod"—*Life Extension Institute.*

Sanitation

- AYRES, WILLIAMS AND WOOD. *Healthful Schools*—*Houghton, Mifflin Co.*
 BURNHAM. *The Community Health Problem*—*Macmillan Company.*
 PRICE. *Handbook on Sanitation*—*J. Wiley and Sons.*
 RAPEER. *Educational Hygiene*—*Chas. Scribner's Sons.*

Pamphlets

- Sanitary Schoolhouses, Legal requirements in Indiana and Ohio. (U. S. Bureau of Education Bulletin 52, 1913) *Superintendent of Documents, Washington, D. C.*
 STILES. *The Sanitary Privy*—(U. S. Public Health Service Bulletin 37) *Superintendent of Documents, Washington, D. C.*

Flies

- ANDRESS. *Health Education in Rural Schools*, Chap. VIII—*Houghton, Mifflin Co.*
 COBB. *Graded Outlines in Hygiene*, pp. 86-90—*World Book Co.*
 HAVILAND. *The Most Wonderful House*, Chap. XV—*J. B. Lippincott Co.*
 HOWARD. *The House Fly*—*F. A. Stokes Co.*
 HUTCHINSON. *Community Hygiene*, p. 226—*Houghton, Mifflin Co.*

- JONES. *Keep Well Stories for Little Folks*, pp. 11, 64-69—*J. B. Lippincott Co.*

- NEW YORK State Department of Health—*Manual for Public Health Nurses*, Chap. VI, pp. 87-93.—*Albany, N. Y.*
 O'SHEA AND KELLOGG. *Health and Cleanliness*, p. 135—*Macmillan Company.*
 RITCHIE. *Primer of Sanitation*, p. 145—*World Book Co.*

- RITCHIE-CALDWELL. *Primer of Hygiene*, p. 170—*World Book Co.*

- SMITH. *Fly Danger*—*Massachusetts State Board of Health, Boston.*

Pamphlets and Periodicals

- MAINE State Board of Health. *The Filthy Fly as a Disease Carrier*—*Augusta, Me.*
 OHIO State Department of Health. *The House Fly: Carrier of Disease*—*Columbus, Ohio.*
 U. S. Dept. of Agriculture. *The House Fly* (Farmers' Bulletin No. 851—*Washington, D. C.*
 U. S. Public Health Service. *The Transmission of Disease by Flies* by E. A. Sweet (Supplement No. 29)—*Washington, D. C.*
 Dental Facts, *Heyworth Bldg., Chicago, Illinois.*
 Oral Hygiene, *Sharpsburg Station, Pittsburgh, Pa.*

Text Books

- BROADHURST. *Home and Community Hygiene*—*J. B. Lippincott Co.*
 BYRD. *Forty Notifiable Diseases*—*World Book Co.*
 EMERSON AND BETTS. *Physiology and Hygiene*, Books I and II—*Bobbs-Merrill Co.*
 GULICK. *Hygiene Series*, Vol. 1-5—*Ginn and Company.*
 HALLOCK AND WINSLOW. *The Land of Health*—*Chas. E. Merrill Co.*
 HAVILAND. *Good Neighbors*—*J. B. Lippincott Co.*
The Most Wonderful House—*J. B. Lippincott Co.*

- The Play House*—*J. B. Lippincott Co.*
Good Neighbors—*J. B. Lippincott Co.*
 HUTCHINSON. *Health Series*, Vol. 1-2-3—*Houghton, Mifflin Co.*
 O'SHEA AND KELLOGG. *Health Habits*—*Macmillan Company.*
Making the Most of Life—*Macmillan Company.*
The Body in Health—*Macmillan Company.*
Keeping the Body in Health—*Macmillan Company.*
Health and Cleanliness—*Macmillan Company.*
 RITCHIE. *Primer of Physiology*—*World Book Co.*

Primer of Sanitation—*World Book Co.*
 RITCHIE-CALDWELL. Primer of Hygiene
 —*World Book Co.*

WILLIAMS. *Healthful Living*—*Macmillan Company.*
 WINSLOW. *Healthy Living*, Vol. 1-2—
Chas. E. Merrill Co.

Periodicals on General Health

AMERICAN CHILD, National Child Labor Committee, 105 East 22nd St., New York, N. Y.
 AMERICAN JOURNAL OF NURSING, 370 Seventh Ave., New York, N. Y.
 AMERICAN JOURNAL OF PUBLIC HEALTH, 370 7th Ave., New York, N. Y.
 AMERICAN PHYSICAL EDUCATION REVIEW, Springfield, Mass.
 HEALTH, Room 208, 106 West Randolph St., Chicago, Ill.
 HYGIEIA, American Medical Association, 535 N. Dearborn St., Chicago, Ill.
 JOURNAL OF THE OUTDOOR LIFE, 370 7th Ave., New York, N. Y.
 MOTHER AND CHILD, 17th & F Sts., N. W., Washington, D. C.
 NATION'S HEALTH, 22 East Ontario St., Chicago, Ill.
 PUBLIC HEALTH NURSE, 370 7th Ave., New York, N. Y.
 TRAINED NURSE AND HOSPITAL REVIEW, 342 Madison Ave., New York, N. Y.

Popular Periodicals that Contain Interesting Health Articles

AMERICAN MAGAZINE, 381 Fourth Ave., New York, N. Y.
 DELINEATOR, Butterick Building, New York, N. Y.
 GOOD HOUSEKEEPING, 119 West 40th St., New York, N. Y.
 LADIES' HOME JOURNAL, Independence Square, Philadelphia, Pa.
 PICTORIAL REVIEW, 39th St. & Seventh Ave., New York, N. Y.
 WOMAN'S HOME COMPANION, 381 Fourth Ave., New York, N. Y.

The publications issued by the state and local tuberculosis associations contain information, literature and suggestions of great value in teaching health. These can be procured on request. The state association is usually located at the state capital.

Organizations that issue health literature, charts, posters, lantern slides and suggestions.

American Child Health Association, 370 7th Ave., N. Y.

American Medical Association, 535 N. Dearborn St., Chicago, Ill.
 American Red Cross, Washington, D. C.
 Association for Improving the Condition of the Poor, 105 E. 22nd St., N. Y.
 Boy Scouts of America, 200 Fifth Avenue, N. Y.
 Camp Fire Girls, 527 Fifth Ave., N. Y.
 Children's Bureau, U. S. Dept. of Labor, Washington, D. C.
 Committee on Foods and Nutrition, National Research Council, 1701 Massachusetts Ave., Washington, D. C.
 Elizabeth McCormick Memorial Fund, 848 N. Dearborn St., Chicago, Ill.
 Girl Scouts, 527 Fifth Ave., New York.
 Joint Committee on Health Problems in Education, Dr. Thomas D. Wood, 525 W. 120th St., New York, N. Y.
 Knights of Columbus, 105 W. 40th Street, New York, N. Y.
 Life Extension Institute, 25 West 45th St., New York, N. Y.
 National Child Welfare Association, 70 Fifth Ave., New York, N. Y.
 National Committee for Mental Hygiene, 370 7th Ave., New York, N. Y.
 National Committee for the Prevention of Blindness, 130 E 22nd St., New York.
 National Dairy Council, 910 Michigan Ave., Chicago, Ill.
 National Federation of Women's Clubs, National Federated Women's Club Building, Washington, D. C.
 National Organization for Public Health Nursing, 370 7th Ave., New York, N. Y.
 National Congress of Mothers and Parent-Teacher Associations, 1201 16th St., N. W., Washington, D. C.
 National Tuberculosis Association, 370 7th Ave., New York, N. Y.
 National W. C. T. U., Evanston, Ill.
 Office of Home Economics, U. S. Dept. of Agriculture, Washington, D. C.
 Philadelphia Inter-State Dairy Council, 721 Boyertown Bldg., Philadelphia, Penn.
 Playground and Recreation Association of America, 1 Madison Ave., New York, N. Y.
 The Rockefeller Foundation, 61 Broadway, New York, N. Y.
 The Society for the Study and Control of

- | | |
|---|---|
| Cancer, 370 7th Ave., New York,
N. Y. | Y. M. C. A., 124 E. 28th Street, New
York, N. Y. |
| U. S. Public Health Service, Washington,
D. C. | Y. M. H. A., Lexington Ave. & 92nd
Street, New York, N. Y. |
| U. S. Bureau of Education, Washington,
D. C. | Y. W. C. A., 600 Lexington Avenue, New
York, N. Y. |
| Women's Foundation for Health, 370
7th Ave., New York, N. Y. | Y. W. H. A., 31 West 110th Street, New
York, N. Y. |

Exhibit Posters and Panels

The Child Welfare Handbook. 50¢ issued by the National Child Welfare Association, 70 Fifth Avenue, New York City, contains miniature pictures of many exhibits. Write for their catalogue and prices.

The following sets of posters and charts will also be found of great value:

- 9 Health Posters, Chicago Tuberculosis Institute, 8 South Dearborn St., Chicago, Ill.
- 12 Chore Pictures, Iowa Tuberculosis Association, 518 Century Bldg., Des Moines, Ia.
- 58 Charts on Health Problems, Dr. Thos. D. Wood, 525 West 120th Street, New York.
- 47 Cartoons for Public Health Exhibits, American Medical Association, 535 North Dearborn St., Chicago, Ill.

Supplementary Readers (Lower Grades)

- "Child Health Alphabet," Macmillan Company.
- "Cho-Cho, and the Health Fairy," Macmillan Company.
- "Rhymes of Cho-Cho's Grandma," Macmillan Company.
- "Muddy Jim," District of Columbia Tuberculosis Association.

"Silent Reading for Health," Iowa Tuberculosis Association.

Supplementary Readers (Upper Grades)

- "Rosy Cheeks and Strong Heart," Macmillan Company.
- "Jack O'Heart and Peg O'Joy," Chas. Scribner's Sons.
- "The Child's Book of the Teeth," World Book Company.
- "Keep Well Stories for Little Folks," J. B. Lippincott Co.

The following organizations and companies send out attractive booklets which can be most profitably used for supplementary readers:

- The National Dairy Council, 910 Michigan Ave., Chicago, Ill.
- The Metropolitan Life Insurance Co., 1 Madison Avenue, New York, N. Y.
- The Educator Shoe Company, Rice & Hutchins, Inc., 10 High St., Boston, Mass.
- The Florence Manufacturing Company, Florence, Mass.
- The American Manufacturers Association, "Products from Corn," 208 LaSalle Street, Chicago, Ill.
- The United States Public Health Service.
- The state tuberculosis associations.
- The state boards of health.

Plays and Pageants

Plays and Pageantry (National Tuberculosis Association)

The following plays are published

by the National Tuberculosis Association and sell for 10¢ each. In lots of over three and less than twenty-six they are 5¢ each. In lots

of over twenty-six they are $3\frac{1}{2}\phi$ each.

Adventures of Every Child.

Brushes' Quarrel.

David and the Good Health Elves.

Jewels of Cornelia.

The Pageant of Average Town.
The Quest for the Fountain of Youth.

The Spirit of the Double Barred Cross.

The Theft of Thistledown.



From C. E. A. Winslow's *Healthy Living*, Bk. I. Courtesy of the Charles E. Merrill Co.

Mr. I. N. Different

On the Road to Health and Happiness.

Passing of the Littlest Pageant.

Playing Visit.

The Fantasy of Foods.

The Magic Basket.

Other plays recommended by the National Tuberculosis Association and described in their circular "Plays and Pageantry":

The Magic Oat Field, 7ϕ ea.—4 for 25ϕ , American Child Health Association.

- King Good Health Wins, 10¢,
District of Columbus Tuberculosis Association.
- Milk Fairies, 10¢, National Dairy Council.
- Mother Goose Up-to-date, pamphlet of 5 plays, 25¢, Brooklyn Bureau of Charities.
- Pageant in the Interest of Good Health, Iowa Tuberculosis Association.
- Pirate Percy and the Slovenly Sloop, National Organization for Public Health Nursing.
- Prince Caloric and Princess Pieta, 25¢ each—5 for \$1.00, American Home Economics Association.
- Princess Rosy Cheeks, 35¢, Eldridge Entertainment House, Franklin, Ohio.
- Seven Keys, 5¢, Chicago Tuberculosis Institute.
- The Health Champions, 5¢, Massachusetts Tuberculosis League.
- The House the Children Built, 6¢—4 for 25¢, American Child Health Association.
- The Mountain Meadow, 5¢, Iowa Tuberculosis Association.
- Health Plays for School Children (American Child Health Association)**
- Where They All Come From.
A Message to Boys and Girls.
The King of Foods. (a)
The Wizardry of Milk.
- The House that Health Built.
The Pied Piper of Health.
The Value of Milk.
The King of Foods. (b)
The Carpenters' Union.
Our Friend Milk.
The Road to Health.
Young America and the Magic Carpenters.
A Day in Happy Land.
The Magic Milk Game.
Mary's Vegetable Garden.
The Story the Milk Told to Me.
Dr. Milk Bottle.
- Miscellaneous**
- Foods, Brooklyn Bureau of Charities. Charities.
- Ten Little Germs, Reprinted in *The Survey*, March 29, 1920.
- Well Babies, Little Mother's League, School No. 15, N. Y. City.
- Helping the Baby, Wisconsin Anti-Tuberculosis Association.
- Mother Goose in Healthland, Wisconsin Anti-Tuberculosis Association.
- The Town of Promise, Philadelphia Health Council and Tuberculosis Committee.
- The Queen of the Harvest, Philadelphia Health Council and Tuberculosis Committee.
- The Care of Precious Things, *Journal of Home Economics*, May, 1919.
- Four Plays on Milk, Philadelphia Inter-State Dairy Council.

Visual Education

Visual education offers a most interesting mode of presenting health in education.

It is especially urged that films and slides shall be used in the grades whenever possible. If you have no moving picture machine see the manager of one of your moving picture houses. He undoubtedly will be glad to allow the film to be shown in his theater.

Films and slides may be secured free, except for transportation charges, from:

State Extension Department, State University.

State Extension Department, Agricultural College.

State Extension Department, State Normal Schools.

They can be secured free of charge or at a very low rate from:

State and city boards of health.
State Tuberculosis Associations.
State and city boards of education.

**Government Bureaus which lend
Lantern Slides free or for a
nominal charge.**

Department of Agriculture, Washington, D. C.

U. S. Bureau of Education, Washington, D. C.

(The Bureau has slides on: Rural School Consolidation; Buildings and Grounds; Activities; Transportation; Kindergarten Activities; and Modern Phases of Kindergarten and Primary Work.)

U. S. Public Health Service, Washington, D. C.

National Park Service, Washington, D. C.

Reclamation Service, Washington, D. C.

U. S. Children's Bureau, Washington, D. C.

U. S. Women's Bureau, Washington, D. C.

**Commercial firms that issue
school health slides:**

Keystone View Co., Meadville, Pa.

McIntosh Stereoptican Co., Chicago, Ill.

Standard Slide Corporation, New York, N. Y.

Victor Animatograph Co., Davenport, Iowa.

INDEX

(In indexing the titles of stories a been used in such cases as How singing under Singing water.)

Air, bibl., 155, 385; games, 185; projects, 234-235; quotations, 199-200; stories, 34-39
 Akiyama, 192
 Alcibiades, 190
 Alcohol, outline of work, 306-307
 Apple tree story, 112
 Assyria, 240
 Autobiography of the tubercle bacillus, 149

Baby, bibl., 387-388; projects, 242-244
 Bath in Finland, 52
 Bathing, bibl., 385; outline of work, 246-251; stories, 49-52
 Beautiful white dove, 39
 Beecher, H. W., 190
 Billy Boy, 44
 Billy's pal, 98
 Biographies, 158-163
 Booklets, 375-376
 Bowl of porridge, 105
 Boy and his pets, 111
 Boy who walked around Mont St. Michel, 60
 Boy's composition on breathing, 38
 Bramble bush, Uncle Jim and the, 65
 Bread, outline of work, 285-286
 Bread-making among various peoples, 101
 Breath of air, 38
 Brehmer, H., 150
 Brushes' quarrel, 52

Cæsar, 190
 Careful and Careless, 77
 Cereals, bibl., 156, 393; outline of work, 282-285; stories, 105-111
 Charities, 381-382
 Cheerfulness, bibl., 156; outline of work, 335-341; quotations, 200-205; stories, 39-43
 Cheery people, 41
 Children, height and weight, 308-312
 Chores, 357-362
 Christmas tree, Really, truly, 153
 Christopher's New Year, 135
 Chubby children and how to grow them, 113
 Class paper, 241-242
 Clean up campaign, 257
 Cleanliness, bibl., 156, 385-386; outline of work, 245-257; projects, 230-232;

catch word instead of the first word has water got to the tub, which is indexed

quotations, 205-209; stories, 44-56; story plays, 181
 Cleanville, Mrs. Fly and Mrs. Mosquito decide to leave, 48
 Clippings, 377
 Clothing, outline of work, 258-262
 Clove merchant, 34
 Clubs, 367
 Coffee, bibl., 394; outline of work, 280-281; stories, 111-112
 Colds, bibl., 388; outline of work, 322-326
 College boys who kept strong, Four, 129
 Color bearer, 75
 Community health, 378-382
 Contentment, bibl., 156; stories, 56-59
 Contests, for health crusaders, 370-373
 Corn, 106
 Cotton Baby, Story of the, 49
 Courtesy, outline of work, 286-289
 Crusade. See Modern Health Crusade.
 Crusaders' code, 356-357
 Crusaders for health, 158-163

Debates, 374
 Dettweiler, P., 150
 Discontented pig, 56
 Dixie dance, 180
 Dove, Beautiful white, 39
 Dove and the woodpecker, 146
 Dramatization, 376-377
 Drills, 313-316
 Dust under the rug, 45

Ears, bibl., 388; outline of work, 354-355
 Eben's cows, 121
 Egypt, 240
 Elimination, bibl., 394; outline of work, 289-293
 Ellie's wishes, 61
 Excursions, 375
 Exercise, bibl., 386-387; dances, 179-181; games, 175-177; outline of work, 188-198; quotations, 209-213; stories, 59-61
 Exercises, 164-187
 Exhibits, commercial, nutrition, 394
 Eyes, bibl., 388; outline of work, 350-354; stories, 61-69

Fairy's new year gift, 71
 Federal health agencies, 383-384

- Finland, 52
 First aid, bibl., 389-390
 Flag, Making of our country's, 93
 Flies, bibl., 396; outline of work, 255-257
 Food, habits, 286; right choice of, 299-300
 Foods, bibl., 392; classification of, 293-299
 Foolish bears, 144
 Four college boys who kept strong, 129
 Friend of the king, 87
 Fruit, bibl., 157, 393; stories, 112-113

 Games, 164-187; bibl., 394-395; language, 173-174; rhythmic, 177-179
 Germs are everywhere, 99
 Gladstone, W. E., 190
 Go to sleep story, 138
 Good health habits, stories, 75-77
 Gorgas, W. C., 161-162
 Great gift, 129
 Greece, 241

 Habit, quotations, 218-219
 Hair, bibl., 386
 Handkerchief drill, 315-316
 Hands, bibl., 156, 385-386; outline of work, 245-246; stories, 44-45
 Hated cold water, 45
 Health, popular books, bibl., 387; signs of disordered, 363-367
 Health clubs, 367
 Health officers, 367
 Health teaching, methods, bibl., 387; of the Master, 41
 Helpfulness, bibl., 156, 389-390; plays, 187; projects, 228-230; quotations, 219-220; stories, 77
 Hercules, Choice of, 69
 Heroes, bibl., 156; stories, 87-97
 Highland schottische, 181
 His sentinels, 72
 Holly Berry almost lost its red cheeks, How the, 35
 Houses, outline of work, 253-255
 Hunger for happiness, 146

 Incentives, 374-377

 Japanese wrestlers, 192
 Johnny Cross, 39

 Kindness every day, 78
 King and his magic clubs, 59
 King's garden, 147
 Knight, How a boy became, 89
 Knighthood, bibl., 156, 390-391; outline of work, 368-369; stories, 87-97
 Knights of the silver shield, 90
 Koch, R., 151

 Lame squirrel's Thanksgiving, 78
 Language games, 173-174
 Lantern slides, 402
 Letter writing, 376

 Lime water wash, 313
 Lincoln, A., 190
 Lincoln's unvarying kindness, 80
 Little toy soldier, 74
 Littlest child, 81

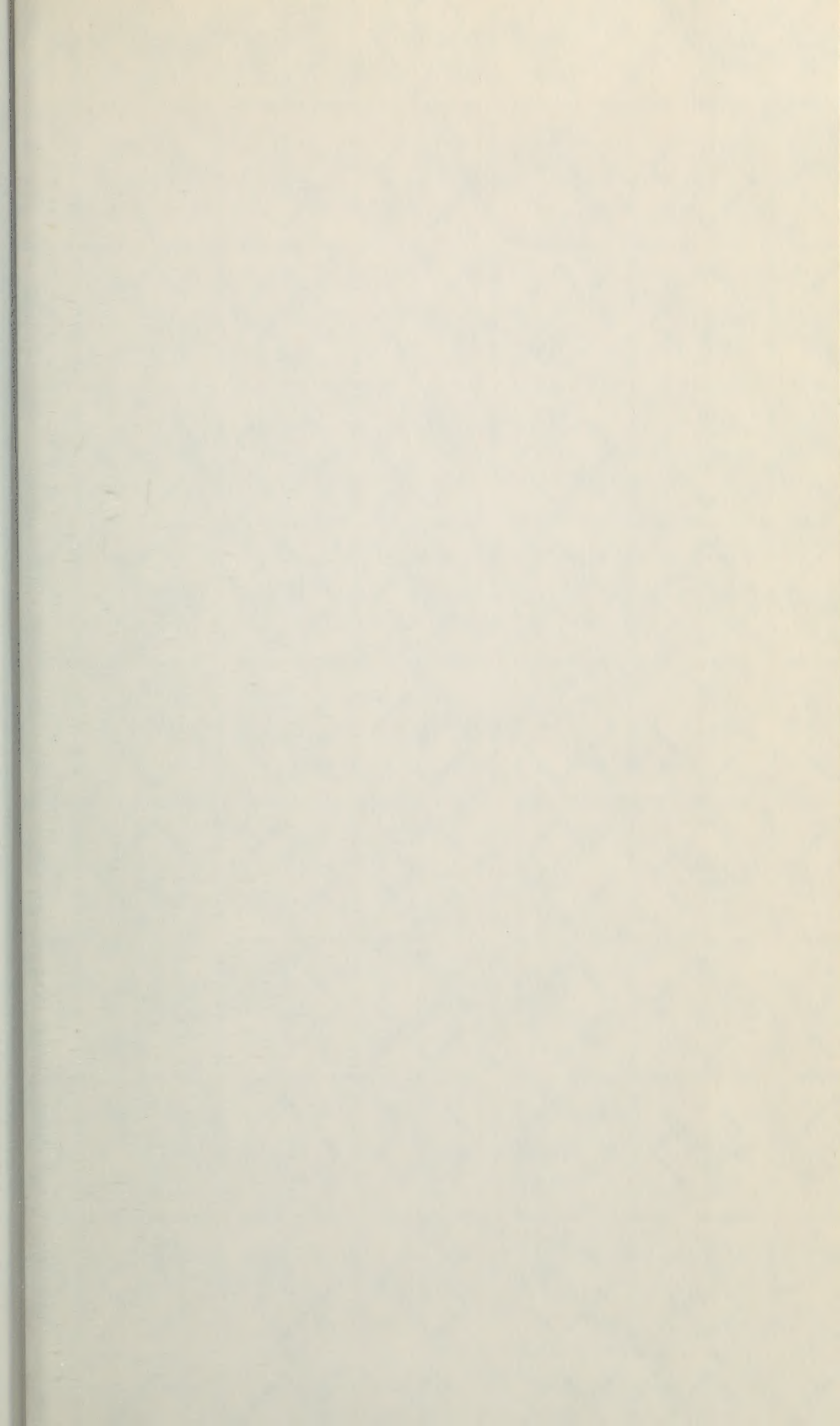
 Magazines, use, 241
 Magic clubs, King and his, 59
 Magic pearls, 53
 Making of our country's flag, 93
 Malnutrition, 309
 Master, Health teaching of the, 41
 Mastication, bibl., 393-394; outline of work, 288
 Maypole dance, 180
 Meals, well balanced, bibl., 392; outline of work, 300-304
 Measuring, 308-312
 Medicine, history of, 239
 Mental hygiene, bibl., 391; outline of work, 339-341
 Microbes, stories, 98-101
 Mignonette fairy, 148
 Milk, bibl., 157, 393; outline of work, 270-274; stories, 121-128
 Milk fairies, 125
 Modern Health Crusade, 356-373; quotations, 216-217
 Mont St. Michel, Boy who walked around, 60
 Moses, 190
 Mouth, fingers and pencils out of, bibl., 386
 Mrs. Stomach ache and good digestion, 117

 Nails, bibl., 385-386
 Nancy's dream, 37
 Napoleon, 190
 Ned's example wouldn't come right, Why, 67
 Neighborhood recreation, 193
 Newspapers, use, 241
 Nightingale, Florence, 160-161
 Nutrition, bibl., 156-157, 392-394; games, 174-175; outline of work, 270-304; plays, 182; projects, 235-239; quotations, 220-224; stories, 101-133
 Nutrition classes, bibl., 392
 Nutrition program, 309-310

 Old grouchy man toothache, 55
 Old man rabbit's Thanksgiving dinner, 82
 Old scowly spine pack, 133
 Old time feast, 119
 Outlines for grades, 1-33

 Pageants, bibl., 399-401
 Panels, 399
 Periodicals, general health, 397; nutrition, 394; physical training, 394; tuberculosis, 389
 Physical training, bibl., 394-395
 Pig, Discontented, 56
 Plato, 190
 Play, bibl., 394-395
 Plays, bibl., 399-401; story, 181-187

- Plays and pageants, 399
 Poems, 199-227
 Posters, 374-375, 399
 Posters and panels, Exhibit, 399
 Posture, bibl., 395; games, 164; outline of work, 195-198; quotations, 213; stories, 133-135
 Potato choosing boy, 131
 Projects, 228-244
 Psyche and Cupid, 107
- Queer little baker man, 84
 Quotations, 199-227
- Rainbow, Colors of the, 143
 Readers, bibl., 399
 Recreation, 380-381
 Relief drill, 173
 Rest, bibl., 395-396; games, 185; outline of work, 317-321; quotations, 224-227; stories, 135-143
 Rhythmic games, 177-179
 Rice porridge, Sweet, 109
 Right thinking, bibl., 157; stories, 143-149
 Robinson Crusoe made bread, How, 103
 Rome, 241
 Roosevelt, T., 159-160, 190
 Round table, 95
 Round table of the Modern Health Crusade, 362-363
- Safety, bibl., 390; outline of work, 342-349
 Sanitation, bibl., 396; outline of work, 251-253
 Santa Claus' sleepy story, 139
 School child's daily program, 364
 School nurses, 380
 Sentinels, His, 72
 Shoes, bibl., 388-389; outline of work, 259-262
 Signs of disordered health, 363
 Singing water got to the tub, How the, 49
 Six year molar, 264
 Skin, bibl., 386
 Sleep, games, 185; outline of work, 317-321; quotations, 224-227; stories, 135-143
 Socrates, 190
 Some health standards, 364
 Spitting, bibl., 386
 Sponges, Our bodies are like, 119
 State and public health, 382-383
 Stevenson, R. L., 158-159
 Stories, 34-158
- Story plays, 181-187
 Suggestions for story telling, 34
 Sunbeam soldiers to the rescue, 100
 Sunshine, outline of work, 321, 338; quotations, 205
 Sweet rice porridge, 108
- Tale of a tummy, 120
 Tea, bibl., 394; outline of work, 280-281
 Teeth, bibl., 156, 386; outline of work, 263-269; projects, 232-233; stories, 52-56
 Text books, bibl., 396-397; mental hygiene, 391
 Thanksgiving, Lame squirrel's, 78
 Thanksgiving dinner, Old man rabbit's, 82
 Tobacco, bibl., 389; outline of work, 305-306
 Tooth brush drill, 313-315
 Toothache, Old grouchy man, 55
 Toy soldier, Little, 74
 Trudeau, E. L., 150, 162-163
 True knight, 96
 Tubercle bacillus, Autobiography of the, 149
 Tuberculosis, bibl., 389; outline of work, 327-329; quotations, 216; stories, 149-155
 Twinkle, Story of, 140
- Uncle Jim and the bramble bush, 65
 Vegetables, bibl., 157, 393; outline of work, 274-278; stories, 129-133
 Ventilation, outline of work, 330-334
 Visual education, 401-402
 Vitamines, bibl., 393
- Wake up story, 142
 Walking, 194
 Washington, G., 189
 Water, bibl., 394; outline of work, 278-280
 Wee, Wee Man, 127
 Weighing and measuring, bibl., 392; outline of work, 308-312
 Weight tags and records, 310-311
 What you look for, you will find, 58
 Wheat, 109
 Wishees, Ellie's, 61
 Woman who shared her last loaf, 86
 Worry, outline of work, 339
 Wrestlers, Japanese, 192
- Young prince and the robber children, Story of the, 135







QT 200 D191h 1923

07410460R



NLM 05050727 2

NATIONAL LIBRARY OF MEDICINE